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Tories harden line against 16-plus

by Wendy Berliner

The Government go-ahead for a common 16-plus exam to replace GCE and CSE is expected on Monday to be the form of a White Paper endorsing the Waddell report.

Three days later, and with uncertainty still hanging over the Government's decision, the Education Secretary, Mr. Kenneth Robinson, is expected to announce a major policy speech which will reject the exam.

He is expected to expand on his speech to the Conservative Party conference at Brighton last Friday, when he made it clear that a Conservative Secretary of State for Education would retain both O and A level GCSEs and improve the independence and standing of the CSE.

He was due to do so on Tuesday in a talk to constituents, but decided to delay it to give him more time to work on the speech, which will have major policy implications.

His reference at the conference to the retention of GCSEs and CSEs was made as part of a recipe for high educational standards which the next Conservative Education Secretary will elicit. He has moved some distance from his first reactions in early August to the Waddell report, which said that a new common system of 16-plus was feasible and desirable to end the present uncertainty.

Then Mr. St. John-Stevens was saying he was not going to the idea but he was not going to be convinced that standards would not be lowered. The party line has hardened since then and Mr. St. John-Stevens is now set to reveal just how much.

There is general concern within the Conservative Party—which is shared by many employers—about the retention of exams such as the CSE and GCSE which are set and marked by the teacher.

Added to this is a feeling that there is confusion about grade one CSE being equivalent to an O level pass. Not all employers accept that it is an equivalent.

One idea the Conservatives are said to be considering is to divorce the two exams completely by doing away with the grade one equivalent and letting the CSE stand alone.

The Conservatives feel it is impossible to have an exam which tests all abilities and if, as Waddell says, some subjects will need separate papers because it will be impossible to test the full range of ability, you might as well have separate systems. Mrs. Margaret Thatcher was said to be totally opposed to a common 16-plus exam when she was Education Secretary.

Employers have, however, given cautious acceptance to the 16-plus educational grounds. The Confederation of British Industry sent a delegation to meet Mrs. Shirley Williams, the Education Secretary, to put their views. The delegation, led by Lord Carr of Hoddley, chairman of its education and training committee, said the CBI welcomed the "very thorough" investigation carried out by the Waddell Committee which had helped to resolve many of the employers' doubts.

A number of important matters still had to be resolved, however, before they could feel confident about prospects for reform.

Among the points raised were the need to preserve overall educational standards; to create a strong and predominant role for external examining bodies; to retain the consistency of the present system; and to overcome problems thrown up by the study of the 16-plus proposals.

The dual system has existed since 1964. Under the proposed 16-plus exam pupils would be judged on a new seven-point grading scale. The top three would represent standards of GCE A, B and C grades. The remaining four grades would be equivalent to CSE grades 2, 3, 4 and 5. The new system would provide for the top 80 per cent of the ability range, the same as the present two exams combined.

Partnership funds for White lion?

The White Lion Street Free School, threatened with closure last week after the Inner London Education Authority refused to grant aid, may be reprieved.

The school, in Tillington, London, is hoping to get funds from the Urban Programme, which channels money to inner cities. This week a local social services committee recommended that it should receive £22,000—about the amount originally asked for from the ILEA—under the Hackney/Tillington Inner City Partnership Scheme.

No firm decision will be taken until next month. Teachers at the school have said that its 50 pupils—some of them transient or problem children—will have to quit unless a substantial amount of money is found from a local authority source.

Sir Ashley Bramall, the ILEA Labour leader, said the White Lion application had been refused because it would be foolish to support an independent school catering for a handful of disruptive pupils when the authority's own programme, launched its own £1m programme.

Chiefs get conference call to avoid 'embarrassment'

Local authority chief executives are being urged to attend conferences—such as the recent Council of Local Education Authorities conference in Sunderland—because of the "embarrassing publicity" that can ensue when partisan viewpoints go unchallenged.

In a private circular, members of the Society of Local Authority Chief Executives have been told by the society's secretary, Mr. Robin Beechey, chief executive of East Sussex, that some of the resolutions at Sunderland could be construed as not representative of local government as a whole.

"There can clearly be some embarrassing publicity from the expression of opinion on behalf of all L.A.s enshrined in conference resolutions," he writes. "The undiluted view of the education lobby invariably came through strongly at Sunderland."

Officials and members of CLEA and its constituent organizations, the Association of Metropolitan Authorities and the Association of County Councils, are mystified about what resolutions could have offended against the corporate management view.

Mr. Beechey said this week that local triggered the inclusion of his advice to chief executives. It was designed to encourage them to take an active part in "conference and matters related to a particular area of interest". This view was not limited to education.

Mr. Dudley Fiske, president of the Society of Education Officers and Manchester's chief education officer, said he was "frankly surprised" that the chief executives had not taken advantage of periodic discussions with his organization to air the matter.

Mr. John Horrell, chairman of CLEA and the ACO, said it would be hard to see chief executives at the CLEA conference. "I am surprised that they don't feel they have been properly represented."

Bias in Europe's schools makes girls fall behind

by Caroline Haydon

Girls are falling behind because of discrimination and sex-typing throughout schools throughout Europe according to a report in the *European Educational Ministry* by the EEC there is a "widespread underachievement" of girls and "identifiable discrimination" against them in school.

The report, *Equality of Education and Training for Girls in the Second Level of Education (10-18 years)*, is written by Dr. Ellen Kjaer, former education officer with the Equal Opportunities Commission and now a rapporteur with the EEC. It is due to be published early in 1979 and is intended as a guide to detailed follow-up projects of women in education in member countries.

Although it recognizes that attitudes are formed early by parents and the usually feminine environment of the primary school—an environment to be contrasted with the more masculine secondary school. It argues that sharp differences in timetabling is first highlighted.

Girls need to get directed accordingly to what Dr. Kjaer says is the prevailing mythology—"that all girls will marry, which they will not; all girls will give up work on marriage, which they do not; and will find their work, promotion and a career permanently incompatible with family responsibilities, which is a number of such questions."

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Looking to an English future: a group of children from the party of 346 Vietnamese refugees rescued by a British ship in the South China Sea get a first glimpse of London. After a week in quarantine, they are due to begin lessons with a small team of ILEA teachers.

Science team plans IQ tests

The Assessment of Performance Unit wants to use intelligence tests as part of the science monitoring of school standards. It also wants to collect details of the social class of the pupils it is testing.

But the science advisory group, that of other important variables the APU is interested in, such as region, type of school or country area.

But it was argued that the difficulty of obtaining precise information about home backgrounds is being underestimated. Both proposals are seen as symptomatic of the lack of research expertise within the APU.

It is felt that to do this work properly would require a major research project.

Whether this would be worthwhile is also debatable. It is virtually impossible to prove that background factors, like social class, are themselves the cause of high or low achievement.

The science team would like to collect their information directly from parents, but this could add considerably to the cost of the exercise and might not be thought publicly acceptable.

Teachers will be asked questions about how much science is taught and the availability of laboratories and they, or the pupils, will be asked to be asked for family details.

The National Union of Teachers made it clear this week that it was against the proposals. Dr. Walter Roy, an executive member who is on the consultative committee, said he deplored the plan.

The union has also made it clear already in the consultative committee that it is not in favour of questioning parents because this destroys the anonymity of the surveys.

Bob Doe

Poly students go for industry

Polytechnic students are continuing to choose industry and commerce rather than the public sector for their first jobs, according to a survey published by the Committee of Directors of Polytechnics.

Degrees awarded by polytechnics in England and Wales last year increased by 16 per cent over 1976: 13,878 students on full-time and sandwich courses gained first degrees. A further 3,344 gained Higher National Diplomas.

The number of new graduates rose by 9 per cent and the number of women graduates by 33 per cent. The high figure for women is attributed to the rapid growth in the output of education graduates—528 in 1976 to 1,400 last year, largely because of the entry of polytechnics and colleges of education.

The survey, the second of a series developed by a polytechnic careers advisers' working party, shows that 84 per cent of science graduates and 74 per cent of engineering degrees courses whose job destination was known chose industry and commerce for their first jobs. Half last year's HND holders in biology went to the private sector, compared with a third in 1976.

More than two-thirds of the graduates (63) and nearly all the HND output (97) qualified in vocational subjects, mostly business studies.

The proportions were even higher for graduates in some other areas such as mechanical and electrical engineering (69 per cent), mathematics (71 per cent) and pharmacy (96 per cent).—THES.

Chip probe urged by NUS

The National Union of Students has called on the Government to provide cash for planned public research into the development of microprocessors.

Unless cash was available for research into the massive educational employment and social problems that will arise, "the consequences could be disastrous," said Mr. David Aaronovitch, national secretary of the NUS today.

The union fears the effect of microelectronics on jobs including the future ones of its own one million members.

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PERSONAL COLUMN

Gerry Fowler

Love and money

"Attar of roses is a very sweet perfume" said the first line of the copybook I used when I was eight. Or at least, I think it did. Although I copied the bogus sentence 100 times, I am not sure I am now able to do so without a shudder. I am not sure I am now able to do so without a shudder. I am not sure I am now able to do so without a shudder.

They were also the most boring possible way of learning to write. No one ever told me what Attar of roses was, and I am still sure of this. Copying words, irrespective of their meaning, is more likely to blunt than to stimulate the intellect.

There was of course nothing out of the ordinary about my experience, although the events I relate took place, although the events I relate took place, although the events I relate took place.

Whatever may have happened in the elementary schools of Leicester, where I was born, it was not the only school where I was born, it was not the only school where I was born.

As for the poem of learning, I must protest that I could read by the time I was four. (There is a rumour here. I always feel humbled by the example of John Stuart Mill plodding through his Greek texts at scarcely five years of age. Before I was quite six, I was astonished and annoyed by my mother by attempting to draw her into a conversation about the poem.)

It is not that I was a prodigy, but that I was a prodigy. It is not that I was a prodigy, but that I was a prodigy. It is not that I was a prodigy, but that I was a prodigy.

Even when the best is that it is a prodigy. Even when the best is that it is a prodigy. Even when the best is that it is a prodigy.

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PERSONAL COLUMN

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textbooks is today wider than it has ever been. Take for example the book I was reading recently *The King of Quetzalcoatl*, which contains a fantastic fable in one of its chapters, and a chapter on the catching and skinning of llamas by David McKelvie.

I do not know if it is most surprising to the eight-year-old or the 11-year-old that would turn upon the individual's progression so far. I do know it fascinates me, at 43. It is a pretty instructive, culture-free, and a good introduction to the principles of sound verification. At the same time, it brings together the use of language (a "diagnostic" area) with free artistic exploration (a "creative" area)—two elements separated in my own education.

There is then today a wide and exciting choice among teachers, materials, and that brings me to my second conclusion. What inhibits teachers in the exercise of their choice, fitting both books and teaching modes to the needs of the individual child, is the lack of money. I should remember that when we look at the NUS survey of primary schools, it is not that the books are rising, but that the money is not rising. It is not that the books are rising, but that the money is not rising.

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PERSONAL COLUMN

Gerry Fowler

Love and money

There have been improvements in the last five years. While fewer than two per cent of students in engineering and technology are women, female students of science and technical subjects have increased to about one fifth of all students—a 36 per cent growth rate over the last decade.

Two main "imbalances" in the curriculum cause later inequalities. The first is the differentiation of work and the second is the differentiation of work and the second is the differentiation of work.

On cooking for boys, the report says that "until boys are educated in school to expect to share in domestic economy and parenthood, their wives will not later achieve equality in employment, participation in local and central government and community, and freedom for further education and training."

In England and Wales girls still only represent 40 per cent of maths candidates at O level and four times as many boys as girls take maths at A level.

On staffing patterns, it emphasizes the need for more men in nursery education and more women in leadership roles.

"If Michel, Scott, Dog or Bobby are brought up in an early teaching and learning world in which women do not hold equal roles with men, they are very unlikely later to invent a new world where women do," it notes.

Dr. Brynne stresses that schools need to seek parents' cooperation in change. It is not suggested that the education service can alter society. Whether it should attempt to do so or not, any school may be debatable. But schools and colleges are the first and major contact which parents have outside the home, and we have a duty to develop their children's potential to the best of our ability.

This report will be discussed at an EEC education conference in November and with the member countries. "Profiles" is expected to be completed by the end of the EEC submission to the June 1979 Standing Conference of the 12 European Ministers of Education at The Hague.

Complaints against sex discrimination were discussed last week when it was revealed that the Equal Opportunities Commission had decided not to support a schoolgirl who was challenging the timetabling at her school. But they were pleased when the High Court gave her leave to appeal against the decision.

Helen Whitehead had complained that girls at Woodcote High School, in Meadow Rise, Coulsdon, Surrey, were not able to study interwork and woodwork like the boys. She had the commission agreed to help her in action under the Sex Discrimination Act, but later withdrew her case.

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by D. Brownlow and O. Reid

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EMAs heading for rocky Cabinet ride

The Education Maintenance Allowance is expected to decide to be introduced by next September as Mrs. Williams would like a decision to be taken by the end of the month. If provision for educational maintenance allowances is to be in the Queen's Speech, the Education Secretary will get the necessary support from the Education Secretary.

But it is no longer clear whether the scheme will be introduced by next September. Mrs. Williams is expected to get the necessary support from the Education Secretary.

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Local authority associations last week told Mrs. Shirley Williams, Education Secretary, that the role proposed for them in the new educational management structure for higher education was unacceptable.

Representatives of the Association of County Councils and of the Association of Metropolitan Authorities met Mrs. Williams and her junior minister for higher education, Mr. Gordon Oakes, last Wednesday. They made it clear they wanted many more seats on the proposed national body than were offered to them by the Oakes committee earlier this year.

N and F would achieve 'worst of both worlds'

More sixth form general studies were suggested this week as an alternative to the Normal and Further (N and F) level examinations proposed to replace A levels.

The annual conference of the Manchester-based Joint Matriculation GCE examining board heard that half the board's A level candidates, who are mostly from schools in the North and Midlands, now take A level general studies.

If schools in the rest of England took the N and F level proposals for broadening the sixth form curriculum might never have been heard of board member Mr J. A. Bruce told the conference in Liverpool.

The N and F proposals were "no more than a compromise between those believing that three A levels and general studies should be offered and those wanting every child in the sixth form to be levelled down to a broad five Normal level course", said Mr Bruce, who is chairman of the Henry Mooles School, Wirral.

The proposal that students should do two F levels, each equivalent to three quarters of an A, and three N levels, each a half of an A, in place of three A levels would achieve the worst of both worlds.

Route to the 16-plus exam is strewn with obstacles

Though the Joint Matriculation Board is committed to a common system of examining at 16, a great deal of development work needs to be done before it would be associated with a 16-plus exam.

This was made clear by the chairman of the board's examination committee, Miss I. Whitaker, who said the syllabuses used in the feasibility studies had been hastily drawn up.

She said the syllabuses for GCE and CSE philosophies had produced a mediocre exam serving the middle range of ability best. It also tended to suppress innovation.

A great deal of work still needed to be done on the curriculum and on assessment techniques to implement the merger of CSE and O level according to the timetable in the Weddell report "would test all our resources to the full", said Miss Whitaker who is head of Queen Anna Grammar School for Girls, York.

The JMB was thoroughly involved in and committed to a common system of examining at 16.

It could even end up untracking the curriculum.

He described the Schools Council's evidence on the feasibility of the N and F level system as "fuzzy" and argued that the country could not afford the four-year university courses claimed to be necessary to make up for the reduction to sixth form specialization.

"The issue of general studies is central to the whole question of N and F in that the involved aim of the proposal is a two-level exam in the broadening of the sixth form curriculum."

In 1977 26,321 pupils had taken the JMB general studies A level, 60 per cent of whom had taken three other A levels as well. It was the single largest A level subject, with 18 per cent of all entries. In addition, 16,787 took the AO general studies.

Many schools have not taken the opportunity to broaden their curriculum in this way. Had they done so, perhaps the N and F proposals might not have been thought necessary.

examining at 16-plus which was irrefutable on educational and administrative grounds. But there was a number of complications that had still not been fully considered. These included overseas candidates, the role of O level as a qualifying examination and the position of mature and part-time candidates. One questionnaire said mature candidates now accounted for 10 per cent of all entries and that the expansion of project work made study difficult for them.

Reports in the TES that the JMB was negotiating with the five northern CSE boards to set up one of the boards' groups of GCE and CSE as a new system to administer the "experiments" by the board's chairman, Professor A. K. Holliday, of Liverpool University. They were discussing the possibility of a new system, which would be a merger of the two.

Though mostly serving schools in the North, the JMB also has connections with some schools in West Midlands, which it is thought to be anxious to preserve.

Welsh heads to fight for exam parity

Welsh heads are to push for changes to the exam system to give their pupils the same chances of getting qualifications as children in England.

They will try to force the Welsh Joint Education Committee to drop its high opposition to allowing pupils to do both GCE and CSE exams, and to accept the introduction of more Mode 3 courses.

At its annual meeting in Llanwrtyd Wells, Powys, at the weekend the Welsh Secondary Schools Association, which represents the heads of all 16 secondary schools in the country, called for changes to give more choice to "the neglected 40 per cent" of pupils who are not provided for by any of the present methods of assessment.

The heads will take up their case for change not only with the committee directly but also with Mr Barry Jones, the Welsh Office minister responsible for education, who is holding a series of meetings with educational bodies to discuss problems in schools. He is especially concerned that more than 26 per cent of Welsh children leave school without any qualifications, compared with 16 per cent in England.

The heads at their conference met much of the time for this on the outskirts of the Joint committee. In England pupils get two choices at different times and they can sit both. In Wales the exams are held at the same time and children have to commit themselves to one or the other well in advance.

The heads also want greater use to be made of Mode 3 CSE, which is only being made in a limited number of schools in Wales. They even favoured lowering the standard of CSE exams to take in more of the bottom 40 per cent of ability range who do not fit into any of the present systems.

The committee has been opposed to many of these changes. It believes they would lead to a drop in educational standards. But many of the heads school committees in Wales which criticized the committee for being too rigid and old-fashioned in its views.

With Mr Barry Jones already listening to views on the situation in Wales, the Welsh Office might find itself under pressure to make changes which would help pupils in Wales the same opportunity as those in England of getting the qualifications they need to help them to find jobs.

They may have to wait no longer with the child. With both parents working, the child is often neglected unless there is a grandparent or a relative visiting the family.

In the Indian villages medical aid is hard to come by, and colds, fevers and other ailments are treated with indigenous herbal medicines or left to nature to cure. But in the Southall school there is understanding and parents are introduced to local clinics and doctors. Children come to school with spots that may be measles or chickenpox, and the school nurse treats them.

At the beginning of every term the children are screened for health. The 8 to 10 per cent who have health problems are sent to a health clinic where doctors advise the use of a diet, a change of lifestyle, or a course of medicine. The child is then allowed to come back to school. The doctor certifies the child is fit to return.

The school tries to capitalize on the Indian children's desire to learn and to be ambitious. The parents are encouraged to help their children with their homework. Some parents ask for the school to allow their children to be taken home. Books are left from

Vandals: Think Tank say catch them but don't punish them too harshly

by Caroline Haydon

The Government Think Tank last week entered the law and order debate and came down against harsher punishment for vandals. But if they leave it, things will rapidly worsen.

Since vandalism is "rarely less and often a form of play", it is important that recreational facilities be provided. More use should be made of existing premises, such as empty warehouses and churches, and local communities should be made more responsible for the management of their properties.

Schools, it is noted, are badly used and letting practice is enormously from one local authority to another. The public should be encouraged to use their properties, but there is an obvious contradiction in the fact that the government is calling for a "very strict" and "very reliable" evidence that harsh punishment deters the vandal.

There is some risk of getting the problem out of proportion, it says. In 1977 there were 124,000 known vandals, and damage to school buildings alone runs at an estimated £15m a year. But increased public discussion, more damage weapons such as spray paint and more easily damaged building materials may give the impression vandalism has increased more than it actually has.

It suggests the problem is not peculiarly British nor even confined to the United Kingdom. In the worst of damage each year in Budapest was £75,800.

Fewer than 25 per cent of those questioned in one public survey were in favour of harsher punishment, and most thought a dressing down by the police or telling parents would be as effective as anything else.

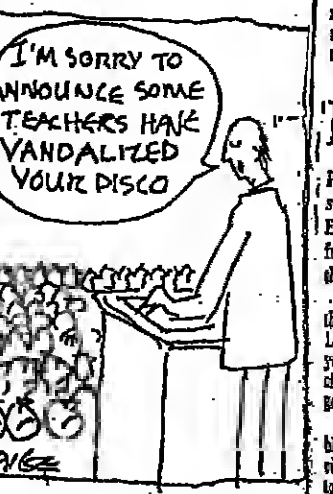
The Think Tank concludes that catching or deterring the vandal is at least as important as punishing him, and that adults should be encouraged to report offenders in the street and intervene to stop incidents. It also lists preventive measures such as clearing derelict areas, better maintenance and supervising in repurposing, damage and replacing trees.

A dossier of good preventive practices should be prepared for use by local authorities and other agencies concerned, and kept continually under review.

It may be an uphill battle, but almost without exception, authorities have persisted in trying to get rid of vandals by using force and punishment. But if they leave it, things will rapidly worsen.

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Endy Berliner at the Tory Party conference in Brighton Package pleases—without making any promises

Mixed-ability teaching would have to be scrapped in favour of setting and streaming and the gifted child would have to be allowed to move ahead of the others.

He turned local authorities which are locked in conflict with the Government over the introduction of comprehensive education to obey would be the last word. Let not a single school be lost which would have been saved had the election taken place yesterday", he said.

Mr St John-Stevens was replying to a spirited debate on a controversial motion which would have accepted the Conservative education policy had it been passed.

In the event, Dr Raj Chandra, a Sutton-in-Ashfield general practitioner, who proposed it, accepted an amendment which called simply for the highest standards in all types of schools and the retention of schools of proven worth, making obvious room for the grammar schools.

But that was not before passions had been roused by a jibe in which 94 people, something of a record, were clamouring for permission to speak.

Mr Edward Trevor, of South Bournemouth, was unopposed when he said the motion before conference was not the view of the "vast majority" of the members of the Conservative Party.

Proposing the amendment, he said that the education system meant the retention of the country's 500 remaining grammar schools which had not been desecrated by Labour. "Our future rests upon these now in schools, unless we retain centres of academic excellence we will have no future other than that of a banana republic—except without the bananas".

The amendment was carried with only one vote against.

Help young form political ideas, Heath says

Political education in schools seemed to be favoured by Mr Edward Heath when he spoke at a fringe meeting on youth policy at the Brighton conference.

In his capacity as chairman of the All Party Parliamentary Youth Lobby, he emphasized the need for young people to feel they had a part to play in the government and in the nation.

He spoke of the "heavy responsibility" on government and politicians to give them the opportunity to form their own political ideas. He said: "As soon as we are going to give them the opportunity to form their own political ideas, we are going to give them the opportunity to form their own political ideas."

The federalism, he claimed, supported the legislation of cannabis, abortion on demand, and the closing of the shop and had opposed the party's immigration policies. Young people were being frightened away from the Conservative associations at university and college.

The well-attended youth policy forum was in stark contrast to a meeting organized by Youthaid on "Youth Unemployment—Prospects and Problems for the Future" with Mr Peter Walker as the guest speaker.

Ten minutes after it was due to start only Mr Walker had arrived and the meeting had to be abandoned. There has been a conspicuous lack of advertising for the event, Mr Walker left after the organizers had apologized.

They have written to Mr Crump asking what is to be done with the remainder of the £500,000 fire compensation which was paid after most of the school was destroyed two years ago.

Avon County Council rebuilt a school hall and music and drama rooms and replaced destroyed wooden huts with 19 temporary classrooms. The total cost of the new buildings was about £300,000.

The teachers say that the temporary units are affecting the work of the school.

The distances between them waste time and classroom and storage space is inadequate. The

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Teachers at Kingsfield



School to work

Certificate plan for YOP 'graduates'

by Mark Jackson

A national qualification is to be introduced for unemployed young people "graduating" from the Government's Youth Opportunities Programme. It will be awarded by the City and Guilds Institute, and is likely to run into angry opposition from those who feel assessment should be kept out of the programme.

The Manpower Services Commission, which is responsible for the programme, has not yet been told officially of the Institute's plan.

The qualification is to be called the Employment Preparation Award. The method of assessment has yet to be decided, but it will be linked

with overall performance rather than be a test. Success will entitle the holder to a certificate of YOP participation who received specific industrial training, to a City and Guilds certificate.

The award represents a further expansion by the Institute, traditionally the examiner of craftsmen, which has just begun offering a general employment certificate for the under-qualified young workers who complete courses under the Government's Unified Vocational Preparation Programme.

When, last year, the programme looked as if it would be a complete flop, the DES asked the Institute to provide a suitable carrot. But no sooner had it got down to it than

the Institute realized that it was missing the biggest market for this kind of award. While the Unified Vocational Preparation Programme is struggling to attract a few thousand youngsters, the programme for unemployed leavers is assured of 200,000.

The general employment award for the young worker scheme is based largely on the life skills studies which form an important part of all vocational preparation courses and the colleges or training boards running the courses are given more or less a free hand to decide, within the framework prescribed by the Institute, the content of the projects they

A modified version of this approach is to be tried by City and

Guilds with Littlewoods, which operates the biggest of the employer based work experience schemes in the Youth Opportunities Programme, and with a voluntary organization.

But it is difficult to see how the many thousands of youngsters being placed with small employers can be given a chance of trying for the award.

Mr Geoffrey Holland, the Manpower Services Commission's head of special programmes, is said to have told a meeting of training workshop organizers earlier this year that he was opposed to the introduction of a certificate of this kind, since it would constitute yet another hurdle at which youngsters could fail.

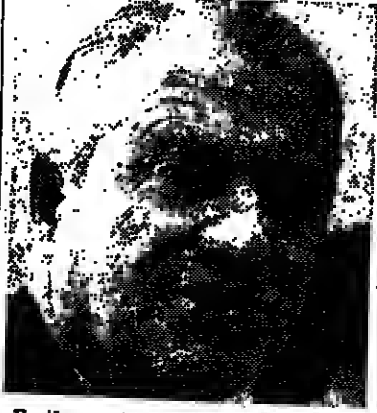
... and one for bosses

A certificate for supervisors and instructors teaching in the Youth Opportunities Programme and the Special Temporary Employment Programme is also planned by City and Guilds.

The Institute's advisory committee for education services was last night being asked to approve the development of pilot courses with six colleges of further education. The courses will involve a total of 75 hours of instruction, likely to be most cases to be taken in a block.

Intended to be suitable, in the words of a City and Guilds expert, for an unemployed bricklayer faced with running a soft toy workshop, the courses will devote a third of the time to 'instructional skills, counselling and guidance.

Meanwhile, a small but historic step for the West ...



Emilio von Lennep

Ministers set to agree priorities for youth

The first top level agreement on priorities for education throughout the western world should be announced today. It will make history, even if it makes little difference to things as they are.

Hard times have brought the western education ministers together in Paris this week for the first time in 18 years of the Organisation for Economic Cooperation and Development. They have gone there mainly to compare bruises and to reassure themselves that everyone, almost, is in the same mess.

Strong pressure for the governments to commit themselves to specific goals in today's end of conference declaration has come from the OECD's secretary general, Mr Emilio von Lennep.

The shared preoccupations of the ministers, including those from the economically strong countries are: youth dole queues (OECD total: 7 million), falling rolls and tightened public pursestrings, and attempts to make their education systems the most efficient for social and industrial life. The secretaries have been trying to get them to stand back and work out where education is unduly in need to go.

In a background paper for the ministers the secretary general suggests that they should consider the idea that most of the OECD countries have now achieved adequate levels of education to satisfy general needs, but that, instead of withdrawing as an activity,

it is likely to be the subject of "new and pressing demand". It proposes a new set of overall priorities for the medium term aimed at improving quality, combating inequality and youth unemployment, and making the management of education systems more democratic and efficient.

Since the suggestions incorporate proposals which would involve member governments in major new expenditures or a shift of existing spending, the education ministers are likely to avoid anything which commits them all to action.

On quality, the secretary general said that it was clear that the rapid democratization of education meant that some children were not getting the kind of education their parents wanted. He suggested that the conference might want to underline that the need was not so much for structural reforms as for the definition of educational goals and standards, and corresponding changes in the curriculum and relationships between the school and the community.

How to maintain the quality and motivation of teachers would be a crucial problem in the years ahead, needing new and imaginative approaches.

In a further briefing to the conference on the transition from school to work, the ministers are told that if the community expects people to work it has an obligation to equip them to do so.

Mark Jackson

Entertainments

The Doorway to the Dark Ages



OPEN SEVEN DAYS A WEEK 34 TOOLEY ST LONDON WC2E

Millfield again scoop the pool

by Stanley Levenson

English schools swimming championships have for a number of years provided Millfield School, with a rich pick of success and the most success in the series, at Lincoln, was no exception.

Millfield, a power centre of swimming, won seven events—beating their six rivals—on a day when they had an eighth but for a disqualification in the 100m freestyle after touching first. Instead, the prize went to Liverpool Blue-cove School.

The Somerset school has the advantage of a number of international swimmers in its ranks—Jan Collins and Helen Cilyari, both Commonwealth Games competitors, among them.

In most of the 12 races the margin of victory was quite pronounced, except in the 100m freestyle, where Millfield (1min 44.5sec) scraped by a mere 0.3sec in front of the City of Leicester Boys' School, who were a force in the under-14 group two years ago.

The expected clash between the big two in the diving championship, held at the same time, did not materialize because of the illness of Sandra Hooker, Dourisville School, Cheltenham, scolar champion two years ago and runner up last year. So the under-16 title went to her

chief rival, Poulton Boker, Thomas Tallis School, London, last year's under-16 winner. But it was a close run thing. Miss Boker, with 27.10 points, had less than a point to spare over second-placed Marina Saunders, of Stevenage Grammar School, Herts.

The only other 1977 champion to win again was Tina Jones, of Nantun Park School, Cheltenham, moving up from the juniors to the intermediate ranks.

The Lincoln championships were almost entirely organized by Yarborough High School staff and students with the local Mr B. Wilson, chairman of the organizing committee. The swimming pool is part of the school's Yurborough Leisure Centre.

Diving and relay results

Boys' Diving—Under-14: 1, Stephen Stinton (Trinity School, Medley); 2, Nigel Herts; Under-16: 1, Peter Powell (Wright Robinson School, Macclesfield); 2, Graham Topping (Shoeburyness High School, Essex); Under-18: 1, Alton Smith (Dr Challoner's School, Aveburyham, Bucks); 2, John Cryer (High Stairs School, Sheffield).

Girls' Diving—Under-14: 1, Liel

Pipes (St Thomas More RC School, Derby); 2, Susan Lowson (Wansford High School, London); Under-16: 1, Tina Jones (Nantun Park School, Cheltenham); 2, Alison Childs (Wesley High School, Essex); Under-18: 1, Pauline Boker (Thomas Tallis School, London); 2, Marina Saunders (Stevenage School, Herts).

Boys' Relays—Under-14 Freestyle: 1, Highgate School, London; 2, Liverpool Bluecove School, Medley; Under-16 Freestyle: 1, Millfield; 2, City of Leicester, Medley; Under-18 Freestyle: 1, Millfield; 2, City of Leicester, Medley; Under-19 Freestyle: 1, Millfield; 2, Bishop's Stortford College, Herts; Under-20 Freestyle: 1, Liverpool Bluecove School; 2, Braintree Grammar School.

Girls' Relays—Under-14 Freestyle: 1, Pudsey Grammar School, Yorks; 2, Whitby Comprehensive School, Eilesmere; Under-16 Freestyle: 1, St. Edward's School, Romford, Essex; 2, Clarendon Park School, Beaufort, Essex; Under-18 Freestyle: 1, Millfield; 2, Abbey School, Reading; Under-19 Freestyle: 1, Millfield; 2, Burnt Mill School, Harlow, Essex; Under-20 Freestyle: 1, Millfield; 2, Lady Edridge School, Croydon.

Several past and present schools badminton champions were prominent in the junior invitation tournament, sponsored by Sluzengers, on

Wimbledon last week. Forty-four girls and 57 boys, the top junior in Britain, took part in the two age groups, under-15 and under-18.

In the younger section Stephen Butler (Whitley Abbey School, Coventry) beat Dipak Talwar (Alexandro Park School) in a repeat of the schools final seven months ago. Butler won 11-15, 15-7, 15-7.

But there was a defeat for the other schools' under-15 champion, Gillian Gowers, of Hove Grammar School, Sussex. She lost 12-9,

11-4 to Ruth Rillasau, of Worcester, whose elder sister, Nancy, is another leading badminton star.

In the under-18 group Stephen Baddeley (Sussex), the all-England runner-up, beat unseeded Mark Elliott (Surrey) 15-5, 15-1, and Sally Leadbetter (Gussey), so often a runner-up, beat Yorkshire's Diane Simpson 11-6, 11-3, after Simpson had eliminated Gillian Clark (Ashford School, Kent), the schools under-16 champion 6-11, 11-5, 11-1 in the semi-finals.

Nick Yates and Chris Back, the powerful pair from Kent, beat Derek Ball (Lancashire) and Jack Webb (Hampshire) 15-2, 17-16 in the final of the boys' under-18 doubles.

Bright start to fencing season

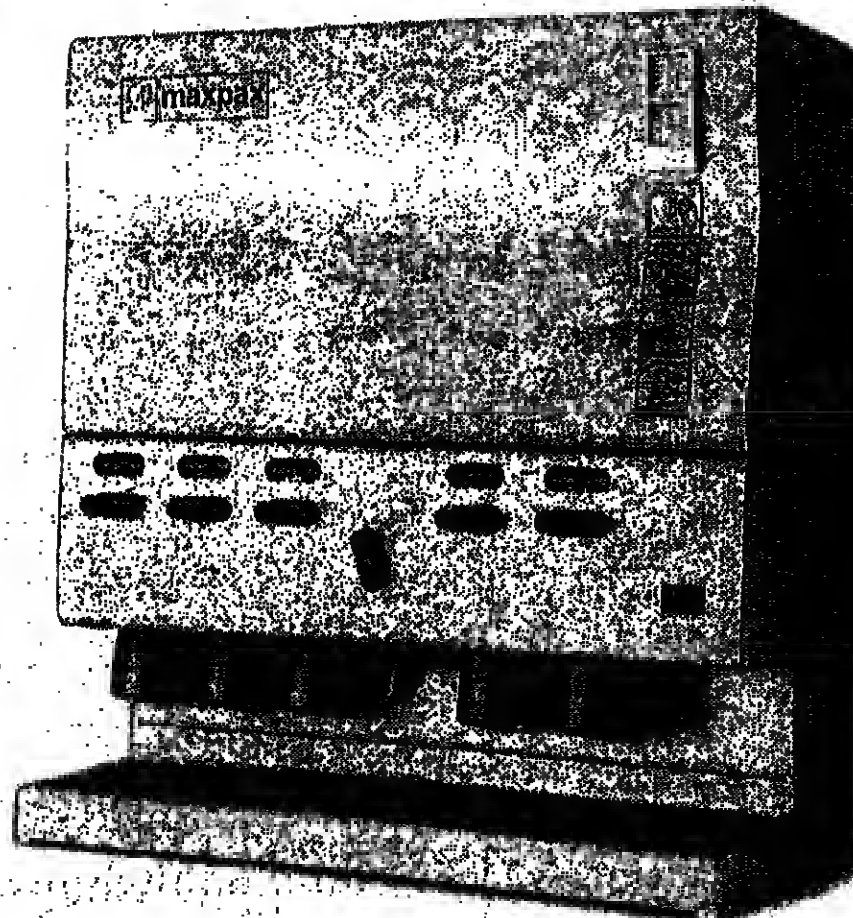
Under-20 fencers open their London competition season at the de Beauvoir Centre, West Kensington, this weekend with two events for girls—the Perigal Cup individual tomorrow, and the Millfield team contest on Sunday. Both events are open to all nationalities.

Holland and Austria are sending representatives, and there will be 32 British individuals tomorrow and six British club teams, with one each from England and Scotland, on Sunday. Holland's entrants are not yet

known but they have some very tough young maids. Austria will include Karin Bluschka, and the Maritonic sisters, Uschi and Monika. Uschi promises to be a formidable challenger to Elizabeth Wood, of Britain, the holder and favourite.

For Elizabeth, now 19 and already an established British international, this will be her last under-20 effort. Her most dangerous home opponent should be the younger Kim Cecil and Fiona McInosh, from Edinburgh.

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SPECIAL ANNOUNCEMENTS

The NSAE Bursary 1978

The National Society for Art Education announces the award of the first N.S.A.E. Beryl Bursary of £500 to—

Mr John Steers
a schoolteacher in Avon

A special award of £100 has been made to

Mrs Barbara Ashworth
a lecturer at a college of art in Greater Manchester

Details of the 1978 Bursary scheme are available now from The General Secretary, G.F. Williams, N.S.A.E., Champness Hall, Dreke Street, Rochdale, Lancs.

CAREERS FOR 79

15-17 November, 1978

Alexandra Palace, London

Open 10 a.m.-5 p.m. (Thursday 9 p.m.)

Employers, Colleges and Professionals will be participating in a major CAREERS CONVENTION to assist teachers and students concerned with CAREERS, HIGHER AND FURTHER EDUCATION and TRAINING.

Teachers are invited to bring groups of students and to apply for further information and admission tickets to—
CAREERS FOR 79
T. Jervis (Exhibitions) Ltd., 5 Garrick Street, LONDON WC2E 9AZ.
Tel.: 01-240 0580

A CONFERENCE entitled "THE FUTURE OF BRITISH INDUSTRY" will be held on Tuesday, 14 November (9.15 a.m.-12.30 p.m.). It will be the first of a series of conferences to be held in London and other cities. The conference will be held in the afternoon, 14 November, at the National Institute of Research in the City of London. The conference will be held in the afternoon, 14 November, at the National Institute of Research in the City of London. The conference will be held in the afternoon, 14 November, at the National Institute of Research in the City of London.

A complete list of the special issues planned for publication in the TES during 1979 will shortly be available. If you would like a copy of this list please write to the Advertisement Manager, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8SZ.

New publication! STAFF DEVELOPMENT AND IN-SERVICE TRAINING IN THE COMPREHENSIVE SCHOOL by J. A. Johnson, 70p plus 20p p. & p. (10 copies post free) from School Studies, Eastard Farm, Thornbury BS12 2FB.

copy no 1120

1992

COURSES

THE UNIVERSITY OF MANCHESTER DEPARTMENT OF EDUCATION

Advanced Courses for Teachers 1979-80

The following one-year, full-time courses, mainly intended for experienced teachers, are offered in the session beginning September, 1979. Teachers employed by local education authorities may be eligible for secondment on salary. Certain of the M.Ed. courses are also offered as part-time courses extending over a longer period. By arrangement with the Department, students may be able to undertake some sections of certain part-time courses by either day release or on one term of full-time study.

1. Degree of M.Ed. Applications will be considered from (a) graduates and (b) non-graduate qualified teachers holding an appropriate advanced diploma for the following full-time (FT) and part-time (PT) programmes: Aesthetic Education (FT) (Arts in the Curriculum: Dance, Drama, Literature, Music, Visual Arts)

Curriculum Development (FT and PT) Educational Psychology (FT and PT (day)) Foreign Language Learning (PT) History of English Education (FT and PT) Maladjustment (PT) Organisation and Planning of Education (FT and PT (day)) (Economic, comparative and administrative studies of education)

Philosophy of Education (FT and PT) Physical Education (FT) Reading and Language (PT) Science Education (PT) (Sciences, Mathematics and Technology) Sociology of Education (FT and PT (day)) Teaching of English Overseas (FT) Opportunities are also available to take the degree by research and the presentation of a thesis. (FT and PT).

2. Degree of M.Sc. in Educational Psychology (Child Guidance)

3. Diploma in Advanced Study in Education (A general course which may serve as a preparation for more specialised study and research)

4. Diploma in Guidance and Counselling in Education (This course provides training in educational psychology for experienced teachers covering theory and practice of counselling in schools)

5. Diploma in the Education of Handicapped Children

6. Diploma in the Education of Maladjusted Children

7. Diploma in the Teaching of English Overseas

Further details of all the above courses, and the relevant application forms, are obtainable by completing the coupon below and sending it to the Department. Applications are returnable as soon as possible for (1) full-time courses except Teaching of English Overseas: 30th November (for (3), (5) and (6)); 31st December (for (2)); 31st January 1979 (for (4)); and 1st March 1979 for (1) part-time courses (1) Teaching of English Overseas, and (2).

To: The Secretary, Department of Education, The University, Manchester M13 9PL

I wish to receive further information (including an application form) for the following course(s):

Degree of M.Ed.

Degree of M.Sc. in Educational Psychology (Child Guidance)

Diploma in Advanced Study in Education

Diploma in Guidance and Counselling in Education

Diploma in the Education of Handicapped Children

Diploma in the Education of Maladjusted Children

Diploma in the Teaching of English Overseas

Name

Address

LETTERS

'Little India'

Progress is not so uneasy

Sir—I should like to correct some of the statements made in Miss Ral's article "Between cultures and languages in 'Little India'", October 6.

Miss Ral appeared to have little knowledge of English schools (how many schools in England has she visited?) and was therefore making a direct comparison between "Big India" and "Little India". Southall can never be a microcosm of life on the mainland of India.

In her comments alluding that "many of them go to disco and weekend may stagger home at 3.00 am" she manages to insult the majority of the Asian children of Southall who, in my experience, live highly moral and secluded lives and nothing in the schools is designed to encourage them to break away from that mode of life.

I must correct Miss Ral's reporting on my comment on Asian teachers. What I said, in reply to her query, as to why there were not more Asian teachers in the school, was that I should be happy to have more Asians but that we appointed the best person for each post and that sometimes Asian applicants were unsuccessful either because they had no experience of the English educational system and

tended to lecture rather than teach, or because their accent was difficult to understand. I was attempting to point out the fallacy of her assumption that Asian teachers were automatically better for Asian pupils.

I feel particularly perturbed that my own excellent Asian staff could have been themselves maligned by my reported account.

Miss Ral suggests that Southall has "second-rate" teachers. Each vacancy in our school is competed for by a large field of first-class applicants, even though we do not have the social priority allowance that Miss Ral wrongly attributes to us.

Last year 136 pupils (not 30 as printed) sat O level mathematics, 79 passed with 22 (not 18) getting an A grade of whom 13 (not 12) were Asian. A further 25 gained CSE Grade 1. Perhaps more significantly 110 passed O level English and a further 24 gained CSE Grade 1. In both subjects the pass-rate of Asian pupils reflected the overall percentage of the school population.

W. BAKER, Headmaster, Villiers High School, Boyd Avenue, Southall, Middlesex.

Sympathetic teachers of Southall

Sir—While agreeing with some of the opinions expressed in the article "Between cultures and languages in 'Little India'" (September 6) we feel the final paragraph may give rise to some misunderstanding.

There are many good teachers in Southall, some of whom have chosen to work here because of their particular interest in helping an immigrant community. Numbers of them have given up their own time to take special training. They are sympathetic and caring towards the various national groups in Southall, appreciating their considerable problems.

Poor pupils?

Sir—I hold no brief for Dr Rhodes Boyson, indeed I agree with much of the specific criticism in your columns about the publication of examination results. It may be, however, that we are missing the crucial point made, wittingly or not, in the original contention.

The argument would run thus: if a comprehensive school, if the name is to mean anything, must cater equally for the whole ability range, comprehensive in Manchester are not, on mutually agreed evidence, producing good examination results (from which Dr Boyson draws a particular set of conclusions) in question are not comprehensive.

Perhaps the bright children are at Manchester Grammar School or William Hulme, or wherever; perhaps the few that remain are selected to study to show, perhaps there are no bright children in inner city areas anyway. The reasons are not particularly relevant to this argument, whatever heart searing they cause in other contexts. We have to draw the correct conclusion.

Could it just be that comprehensive schools are not the answer where they cannot be "comprehensive"? That Manchester schools are not failing because they simply do not have the material to succeed? Could it be that the bright children are at Manchester Grammar School or William Hulme, or wherever; perhaps the few that remain are selected to study to show, perhaps there are no bright children in inner city areas anyway. The reasons are not particularly relevant to this argument, whatever heart searing they cause in other contexts. We have to draw the correct conclusion.

Further details of all the above courses, and the relevant application forms, are obtainable by completing the coupon below and sending it to the Department. Applications are returnable as soon as possible for (1) full-time courses except Teaching of English Overseas: 30th November (for (3), (5) and (6)); 31st December (for (2)); 31st January 1979 (for (4)); and 1st March 1979 for (1) part-time courses (1) Teaching of English Overseas, and (2).

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Diploma in the Teaching of English Overseas

Name

Address

Why Hindi has to be an optional extra

Sir—With reference to Usha Ral's article (September 29) which included a survey of foreign language teaching at Villiers High School, the modern language department would like to point out the following facts:

● That this is the only school in Baling where a foreign language is a common core subject on the timetable.

● That Indian parents were consulted recently on whether they would like their children to study Hindi instead of French during the school day and were surprised to find that the vast majority of them have been made for Hindi, Punjabi and Urdu to be studied as extra-curricular subjects before or at the end of the school day for those who wish it.

● That in spite of our large percentage of Asian children, more than 200 pupils sit a public examination in French at the end of the fifth year, with a very high success rate.

● That German is offered as an option in the third year and many Asian pupils seize the opportunity with enthusiasm.

From the above facts, it is obvious that many Indian pupils and their parents have a more realistic view of their educational needs in a Western society than Miss Ral, while at the same time we, at Villiers, are doing our utmost to meet those needs.

M. T. WILLIAMS, Head of modern languages, Villiers High School, Boyd Avenue, Southall, Middlesex.



Russian mixture as before

Sir—Your headline and the general tenor of the report on Mr Dunstan's book "Russian streaming in retrospect after Great Debates", October 6, give a somewhat false impression of the true situation in the Soviet school. You write "the emphasis now in Soviet schooling is upon mixed ability schools in which the more able are discreetly given more work than the less able".

As regards the special language schools, again it should be noted that these are ordinary neighbourhood comprehensive schools which specialise in teaching a foreign language from the second class (age eight). Two weeks ago I was in Moscow and visited the special Zorya School No 27. I was assured once again that there is no special selection of pupils for these schools. Apart from a medical inspection to ensure that the pupil has no oral or auditory defect, and an interview with the language teachers to ensure that they command of his native language is adequate.

My own judgment would echo Mr Dunstan's when he says "the system has not lost its essentially comprehensive character".

POLINA MILNE, Former principal teacher of Russian, Latin Academy, Edinburgh.

LETTERS

Route towards more variety

—One obvious reaction to Peter Swell's account of the Danish free schools ("Time for a Change?", September 29), is to shrug it off as an aberration with no lesson for us to learn. Obvious, but I think mistaken. Perhaps the main lesson is that the British system, at least at the secondary level, is its very nature, not its content, is in need of variety. No comprehensive school is (think in part to devolution) quite like another, but they can be disturbingly similar in the same, governed by the great numbers as much as the educational committee.

For four years the Schools Reorganisation Committee has been considering reorganization of secondary schools in Liverpool. Representatives of parents' associations, teachers' associations and school boards have been present at all meetings. Visits have been made to schools effected. After four years the issues remain the same and certain realities must be faced sooner or later.

The Department of Education and Science has asked local authorities to close schools where falling birth rates makes them totally unviable. Our local director of education makes it quite clear something has to be done about the thousands of empty desks in Liverpool schools. At present there are nearly 50 more forms of entry than the city needs.

At the city's Paddington Comprehensive, a school originally built for 2,000, there are currently 488 children. It was built on a 12-acre site, 391 parents who are living in the Paddington catchment area and who were choosing schools in and out of the city in September, the parents of 23 boys and 34 girls chose Paddington. That is not enough to fill two classes and certainly not the available 12.

To fill Paddington the Labour party propose that Liverpool Institutes, Liverpool Road Girls, Fairfield Girls, and the Boys' and Girls' Club should be closed. Yet, with the exception of Arundel, these schools are popular and in high demand from parents. It is nonsense to close them.

At Arundel, which has a catchment area spreading over Liverpool 8, where many of the ethnic minorities live, 14 out of a possible 300 parents chose that school for their children.

Liberal proposals try to view education in a broad way. We are suggesting that the Central College

backed by the DES, could offer to do a deal over any school in town or country that they would otherwise have to close. It would be that the school could remain open if parents, teachers and children wished but only with the some money that would be spent on those children if they were transferred to a large school. The other condition would be that the policy of the school was to be for children with mixed abilities, with mixed racial content, and from mixed racial groups. These experimental schools within the state system would then not be, and could not be, some sort of counterpoint of the direct grant schools.

The strange thing is that the state thus allow a very wide range of variation between universities where the cost per head to the taxpayer is so much more than at any other stage. But it won't at the secondary level. I fear that if it does not become more tolerant the system built up over a century with so much heroic effort will become less and less popular with the people who foot the bill. Give one your differences—it is not one of the great educational principles which has gone out of date.

YOUNG OF BARTINGTON, Institute of Community Studies, 18 Victoria Park Square, London E2 9PF.

The certain realities that Liverpool must face

Sir—With reference to Caroline Swell's ("Merseyside in all-in-closure", September 6) article on schools reorganization in Liverpool.

For four years the Schools Reorganisation Committee has been considering reorganization of secondary schools in Liverpool. Representatives of parents' associations, teachers' associations and school boards have been present at all meetings. Visits have been made to schools effected. After four years the issues remain the same and certain realities must be faced sooner or later.

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YOUNG OF BARTINGTON, Institute of Community Studies, 18 Victoria Park Square, London E2 9PF.

Off-centre?

Sir—I have just read The School Debate by Adam Hopkins and I should like to say how little, in my opinion, your reviewer ("Spring of the pendulum", October 6) seems to have understood the book. What she describes as "the mad idea of the pendulum" is the idea that a swing of the pendulum was already under way before the so-called Great Debate began. It was just one point among many.

My impression was that the book was trying to give people like me, parents and non-specialists with an interest in education but with no clear picture of what is happening, a carefully reasoned analysis of the main issues. Personally I am grateful to Mr Hopkins for his concise yet comprehensive and somewhat witty analysis.

Yours faithfully, CAROLYNNE HUGHES, 48 Cleveland Way, Middlesbrough.

Hidden handicaps

Sir—Whenever the integration of handicapped pupils into ordinary schools is discussed it is always stated that the more severe the handicap the harder the integration. My belief is that the greatest difficulties are not with the handicaps but with the teachers. Those children who call maladjusted or ESN (M) have hidden handicaps that can easily allow the child to be superficially integrated. The more obvious handicap of the blind, deaf, physically handicapped and the severely mentally handicapped may be found to be "easier" to integrate because schools will find it very hard not to integrate once these children attend ordinary schools.

I would guess that it is our maladjusted or Remedial/ESN (M) child already attending ordinary schools who is least integrated.

I. E. ROSEGOOD, Headteacher, Westcote School, Goswami Lane, Sturminster Newton.

Nursery needs

Sir—In response to the article by Virginia Mearns ("Nursery board to call in money", September 29) the members of National Association of Tutors in Education and Health make the following comments:

● As tutors we are very aware of our responsibility to prepare National Nursery Examination Board (NNEB) students to meet the needs of children in a rapidly changing society. Consequently the association has regular meetings and conferences, often with other concerned organizations, to study the total field of child care and education.

● We are also conscious of the necessity to keep abreast of current thinking in education. A working party is studying NNEB training and will report its findings and recommendations in the near future.

● Contrary to the statement in the article both the National Union of Teachers and the National Association of Teachers in Further and Higher Education are represented on the National Nursery Examination Board.

In conclusion we have confidence in the future of nursery nursing and for the National Nursery Examination Board.

MARGORIE BARNESLEY, Chairman, National Association of Tutors in Education and Health.

Study for the future

Sir—It is understandable that in a period of upheaval within post-school education the spokesmen for the various sectors should be concerned to present the most favourable light possible their own particular contribution to the national provision of higher education. It is disturbing, however, when, as they strive to reinforce their own position, they find it necessary to underestimate and denigrate the offerings made by others.

Your issue of September 29 under the headline "Degrees are 'second rate'" quotes Dr Richard Hoggart as saying that "some of the degrees now available to young institutions of education were approved after relatively cursory inspection and would hardly have passed the normal internal scrutinizing bodies".

No supporting evidence for this reported statement is given and Dr Hoggart would no doubt reply that someone like myself who could give abundant evidence of the painstaking and thorough way in which our university has undertaken the task of valuing its own (junior) degrees is entitled to feel that he was referring only to "some" degrees and not all. The general reader, however, will make no such distinction.

At a time when the country at large is voicing cogent criticism of the traditionally prepared arts graduate, it is vital that there should be opportunities for new patterns of study to be drafted and their effectiveness carefully and disinterestedly appraised. Many of these experiments which could enrich and increase the diversity of higher education in this country will be decided those opportunities if spokesmen for the sector established order indulge in such blanket denials.

J. V. BARNETT, Chairman of the Standing Conference of Principals and Directors of Colleges and Institutions in Higher Education.

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What's it all for?

Should children be free to live their own lives after school,

rather than have to sit down to homework?

Nicholas Beattie criticises present practice, and

puts forward ideas for an alternative

way of encouraging self-directed learning

Homework in the late twentieth century is like sex in the nineteenth: something that everyone does, but no one talks about. More accurately, educational experts don't talk about it, pupils and parents do.

A practice which was associated with the grammar school has been extended, whether by school, departmental or individual decision, to almost all children attending comprehensives. It is now usual for an 11-year-old to bring home in September a homework timetable, with some notional indication of how much time he or she should spend each night on homework, and of what a parent should do if the norm is not achieved, or is exceeded.

One of the problems of notional timetables, though, is that they tend to remain notional. The myth that teachers what might be called traditional homework—so many examples to be handed in the day after the homework is set, and closely related to classroom work. The French teacher sets none at all, on the grounds that the work is still essentially oral.

The geography teacher tells the class to "get on with their project", which he will expect to see after half-term. The zealous probationer sets homework too difficult for the lower half of a mixed-ability group, who react with frustration and non-compliance; the teacher responds by starting to set vague homeworks: "Look at...", "Do as much as you can of..."

The pupils soon learn that homework, being unpredictable in incidence and character, is disposable and peripheral. My guess is that research would reveal, in schools which are formally committed to the universal imposition of homework, quite large proportions of children who rarely or never do it. Many, but not all, of these children would be from homes where the parents attended the old-fashioned modern school, and where the tradition of parental encouragement and checking of homework may be weak, or absent. Others may be suffering from the difficulty, experienced by teachers in mixed-ability groups, of ensuring in large multi-age schools that homework is conscientiously done and promptly handed in.

Does it matter? It is, after all, arguable that a school controls children for six hours a day, and that (as in most primary schools) this should be sufficient at least to get them to bed by four o'clock.

It is also arguable that the time that is not spent in school is spent in a way that does not lend itself to the kind of activity, which can be encouraged from school to home and back, so that the

make the overburdening of adolescents inevitable?

A less two-edged argument in favour of homework is that it is important for schools to encourage children to work on their own, with the support of the teacher withdrawn. This seems an important preparation for both work and leisure in adult life. Much of the importance of homework is in a broad sense moral: the pupil is learning in part that he or she is responsible for their own work as much as, or more than, the teacher. If it is the teacher's job to arrive punctually, prepare thoroughly and mark conscientiously, equally it is the pupils' to plan their evening to reconcile television with homework, to do their work to the best of their ability, and to present it punctually.

This important lesson of responsibility for one's own work will not be learnt if all serious work is done in the classroom with constant encouragement from the teacher; nor if homework is punctually and thoroughly done merely under the impulse of fear; nor if so much homework is set that the pupil has no choice but to make, but simply works every night from six o'clock till bedtime.

Finally, homework is a practical acknowledgement of the existence of different styles of learning. Some learning is better done on one's own; for example, the revision of French verbs which have been established orally in class, or the reading of a novel for gist. Much writing may be most economically done by starting it off in class, and completing it, or writing it up "in fair", at home. To spend a whole class period writing is often a waste of a teacher's talents and presence.

To argue for homework is not, however, to argue for present practice. Many of the difficulties which teachers experience flow not from their own incompetence or stupidity, but simply from the framework set up by the school. An effective homework policy needs to be thought through by a whole staff, preferably in cooperation with parents.

Ideally, such a policy would be developmental. An 11-year-old would receive brief and clearly structured tasks to do at home. Gradually more open-ended homework would become more usual, and by the time the pupil left at 16 or 18 he or she would be capable of the self-directed and self-monitored work required in further and higher education, or in many jobs.

Unfortunately, one of the main problems in translating this ideal sequence into reality is that some of the earliest problems arise in the early stages. Eleven and twelve-year-olds need clear, detailed and repeated instructions if they are to work effectively on their own, or days, later amid the distractions of their own homes.

Yet, it is precisely at this stage that mixed-ability classes are most usual, and

that therefore an inevitable imprecision creeps into the teacher's instructions: "Do as many examples as you can"; "Read chapter 5 if you've got time"; "Don't worry too much if you don't understand all the words"—haphazard and necessary instructions, yet conveying all too easily the hidden message that it doesn't matter what you do.

This problem of giving clear instructions to classes with a wide spread of ability is compounded by the frequency with which homework is set. With younger secondary children, conscientious preparation and setting of homework is time consuming. It seems normal for a homework to be set for every two or three class-periods taught.

The teacher thus easily slips into one of three traps: either the preparation, setting and correction of homework swallows up most of the available teaching time; or potentially useful homework is set, but subverted by busy and inadequate instructions; or more or less trivial activities are set for the sake of the homework timetable: "Oh, it's homework tonight, is it? Well, do exercise 3 in your rough books".

A possible solution is simply to drop homework in the first two or three years of the 11 to 18 school, and emphasize it only when homogeneous groups begin to emerge in the third or fourth years. This is in effect the solution adopted in some three-tier schemes, where the extension upwards of "the primary ethos" has more or less reduced homework to an optional extra.

The main disadvantages are that it makes the gradual establishment of independent working habits extremely difficult. Homework becomes even more closely associated than it normally is with pressure for exam success, and teachers will understandably be tempted to use it to make good in basic what they perceive to be the shortcomings of two or three years' mixed ability work.

Many of the problems associated with homework arise from the fact that it occurs so frequently. A pupil may be doing two homeworks a week in, for example, mathematics, English, general science and French, and one each in history, geography and religious education: two subjects a night, and religious education for the weekend—in theory, 40-60 minutes a night.

It would be much more useful, at least in the lower parts of the secondary school, to spread these seven subjects not over one week, but three. Each subject would be expected to set one relatively substantial homework in that period. Teachers would then be able to plan and prepare homework in advance, and integrate its setting and follow-up into their teaching, more effectively than when relatively trivial tasks have to be set twice a week.

Pupils would be faced regularly with a solid piece of real work to plan for in their own time, and the problems of two difficult homeworks competing for time on the evening of the football match would be reduced when homeworks were known well in advance, and had to be produced approximately every other day.

Parents would be helped by the lessening of the gap between theory (the homework timetable) and reality (the work actually done). The whole system would be better adapted to the project approach, and would lend itself better to gradual change as the pupil grew older and examination demands increased.

If sensible attitudes to personal work have been fostered in the first two or three years of secondary education, one is at least half way towards a solution of the problems of the fifth and sixth forms. Speeding up they are the result not merely of an over-crowded curriculum, but also of a lack of trust between teachers and pupils.

Teachers do not trust pupils to work and think and decide for themselves; consequently pupils do not trust themselves, work only as directed, read only set books, express only approved thoughts. Tinkering with homework timetables in the first year will not of itself eradicate these attitudes in the sixth. But it may be a more useful start than at first sight it appears.

Nicholas Beattie is lecturer in education, University of Liverpool.



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24 Books/Literature

Purple passages

Frances Hill on D. H. Lawrence and Patrick White

Lawrence and Women. Edited by Ann Smith. Vision Press £6.40.
D. H. Lawrence: Critical studies on the major novels and other writings. Edited by A. H. Gamme. The Harvester Press £10.50.
Patrick White's Fiction. By William Welsh. Allen and Unwin £7.50 and £3.50.

Would D. H. Lawrence have been a greater writer had he not been emotionally scarred by his relationship with his mother? Lawrence suffered neurotic agonies in his relations with women—and men, too, to a certain extent—all his life. It seems highly likely that his personality was shaped by his mother's closeness to his mother, lasting till her death, was the root cause of these tortures. They led to his bitter, obsessive treatment of love, sex and male-female relations, in which he generalized from his own fears to general beliefs about the human condition. It could be argued that they clouded a vision which would otherwise have been as brilliantly penetrating as that of any writer who has lived.

The precise nature of Lawrence's agonies about women, both in general and particular, is the subject of *Lawrence and Women*, an uneven collection of essays. Lawrence remained a child all his life, seeking a second mother, Anne Smith convincingly argues. Lawrence was interested only in men and like a result his female characters—including Mrs Morel in *Sons and Lovers*—are all stereotypes. Fethi Pullin, on the other hand, most convincingly claims.

In one of the more interesting essays Lydia Blanchard examines Lawrence's treatment of mothers and daughters—a less worked-over topic than most. To the least gripping, Harry T. Moore rehashes the sterile Kate Millett versus Norman Mailer debate on whether Lawrence was a "male chauvinist". Gamme's study, *D. H. Lawrence*, is also of uneven quality, though it achieves a higher overall standard. One does not suspect, as with *Lawrence and Women*, that several of the pieces were included chiefly to make a book-length collection. Ian Robinson provides an interesting analysis of Lawrence's style, pointing out that its repetitiveness is one of its essential features, working

to express the impulses and "movements of feeling" of the characters. His argument becomes far less convincing when he compares Lawrence's style with Ibsen and Russell's and claims that Russell was capable only of expressing abstract thought or producing emotional "purple passages". This is unfair. The treatment of the quarrel between Lawrence and Russell is also unjust. Russell had good reason for coming to hate and despise Lawrence's creed of "blood consciousness". His understanding of the dangers inherent in such a philosophy of irrationality, prevalent in the breadth of imagination, combined with the strength of his intelligence—rather than his narrowness.

A. H. Gamme's perceptive and meticulous analysis of the precise ways in which Lawrence stacks the cards against Ibsen and Leavis in *Sons and Lovers*, in defence of the "truth" about the character which shows through despite the author's intentions, constitutes the most interesting essay in either of these two collections.

Frequently, Lawrence merges Paul's or Mrs Morel's critical view of Miriam with what passes for "neutral description" by the narrator. Even Miriam's own thoughts, presented as such, are tinged by Paul's view of her character. Lawrence continually twists the "facts" not of his own and Jessie Chambers's lives, though no doubt he does that too—but of Paul's and Miriam's feelings and personalities as they reveal themselves in dialogue and action.

Patrick White's *Fiction* provides a useful and illuminating introduction to the novel as a genre, from the immature *Hoppy and Bumpy* to the recently published *A Frigate of Love*. William Welsh is a sensitive analyst of White's themes and techniques and the nature of his greatest achievement. Froustlin, the novelist's almost forgotten that he creates (as indeed Froustlin does), a vast range of sharply delineated, living, breathing characters, always credible however minor. And, as Welsh points out, "the range of his sympathies is extraordinary" as responsiveness to the mercantile society of nineteenth-century Sydney as to the seamy horrors of contemporary suburbia...

Marvellous

John Russell Taylor

Andrew Marvell: The Critical Heritage. Edited by Elizabeth Story Donnan. Routledge and Kegan Paul £8.50. 7100 8791 8.

Since this is the three-hundredth anniversary of Marvell's death, we must expect a little knot of books to mark the fact. This new addition to The Critical Heritage series does not acknowledge the occasion, though presumably it is not entirely by chance that it has come out just now. Not, of course, that there is any need to defend Marvell's inclusion in the series, though in 100 years ago many would probably have thought that was.

Marvell's literary fortunes have been very capricious, and it is only comparatively recently that we have settled to thinking that it is his poems after all which most entice him to lasting fame and attention. His own contemporaries thought of him primarily as a prose satirist, or certainly as a poet, and it was only in the 19th century that we got the first signs of appreciation of his poetry, and the major revelation does not come until the threshold of the twentieth century.

All of these stories are indicated in Professor Donnan's comprehensive selection of critical documents. Since the purpose of the series is to provide a historical (within the limits of taste, I think) it does not come up further than 1923, when T. S. Eliot's review of the Newdigate edition. Its scope is therefore slightly different from that of the principal rival, the volume on Marvell edited by John Carey for the Penguin Classics. The first 60 pages of that take us up to exactly the same point (indeed, I am about everything in those first 60 pages is duplicated in this volume); but they are just a prelude to a selection of more substantial modern critical essays. The two books therefore serve a more or less complementary function, and this new volume will be of great use to anyone who wishes to go deeper into the evolution of Marvell's critical reputation than his Penguin volume him to do.

Children's literature

Mony hiddous rumbill

Neil Philip on fairy lore

The Vanishing People. By Katherine M. Briggs. Bantam £5.95. 7134 1240 2.
Green Fairy Book. Edited by Andrew Lang. Bantam £4.50. 7226 5279 8.

The British Isles are particularly rich in fairy traditions and stories, and a large number of these are related and placed in context in *The Vanishing People*, an authoritative and stimulating guide to the legends, local peculiarities and outstanding characters of the British Isles, with occasional reference to other European traditions. Many writers on folklore clip and deform their material to fit their theories, and a large number of these are related and placed in context in *The Vanishing People*, an authoritative and stimulating guide to the legends, local peculiarities and outstanding characters of the British Isles, with occasional reference to other European traditions.

Because *The Vanishing People* is a collection of essays on different aspects of fairy lore, there is some inevitable duplication of illustrative material. All of it, however, is of the highest quality, and grips the imagination in even the most tedious extracts. Few will easily forget the Fairy Rode which passed by Bessie Dunlop in the sixteenth century "with mony hiddous rumbill" or the chilling cry of the malevolent woman who chanted of her prey, the Laird of Lorn, by the quick-wittedness of his servant:

Lornie, Lornie,
Wore it on your man,
I had gurt your heart's bluid
Skid in my pan.

Those who wish to pursue the British fairy tradition will find all

they need in the bibliography and chapter notes.

Andrew Lang was a folklorist of similar stature to Katherine Briggs, and the authority of his name, combined with a happy choice of title, made the *Blue Fairy Book* of 1889 an instant success, the first of its kind for many years. It was followed by 24 further volumes with tempting multi-coloured titles, of which 12 were Fairy Books. Brian Alderson is at present re-editing the Fairy Books—and to rather more stringent standards than Lang's own.

The *Green Fairy Book* was the third of the series, and while it is perhaps not the most interesting of the collections it contains a number of well-known stories ("The Three Little Pigs", "The Three Bears", "The Little Red Riding Hood", "The Little Mermaid") and an equal number of little-known tales which deserve a wider circulation. Alderson's *Green Fairy Book* is primarily a reading edition, but it has been extensively revised and rearranged in accordance with the editorial method established for the other editions of the *Blue* and the *Red*. Full notes on all changes are included at the end.

Lang's attitude to the Fairy Books was a curious one: he lent his name to the enterprise, and supervised the contents of each collection, but much of the actual work devolved on his wife and numerous gaiter lady assistants. In his introduction Lang often sounded almost dismissive of the whole project. However, it cannot be doubted that the fundamental selection of the books was Lang's idea, nor that it was his taste for the arcane stories of the Cabinet des Fées and the burlesque tradition which developed from it which determined the inclusion of the literary collections of Madame d'Aulnoy and the

Comte de Caylus alongside genuine folk tales.

Lang's editing of the *Green Fairy Book* was so slapdash that he attributed four tales from other sources to the Grimms, and the legend "From the Chinese" at the end of the work "Hok Lee", which Alderson omits, may be assumed to cover a multitude of sins. Alderson also omits three tales by the Comte de Caylus, although he leaves four to retain the balance of Lang's collection. Sometimes Lang's debased texts are important to our modern appreciation of the tale, and Alderson recognizes this by printing Lang's "Three Little Pigs" as an appendix while using Halliwell's in the text.

Most of the stories have been emended in the cause of authenticity by comparison with Lang's sources, and there are new translations, by Alderson, of "The Clever Little Tailor" and "The Fisherman and his Wife". The latter, which was merely comic in Lang, is uproariously, side-splittingly funny in Alderson. Translated from the Pomeranian Low German of the original into North-country dialect, the story is a forceful reminder of the oral nature of much of the book's contents: it cries out to be read aloud. The fisherman and his wife are at last domiciled in the traditional peasant, rather than the usual polite "ditch" or "pigsty" (Lang had "a little hut"), and the wife is allowed her final blasphemous wish to be like "the good Lord himself".

Anthony Maitland's new illustrations miss the dark mystery of Henry Justice Ford's re-Raphaelite originals, but have a wit and delicacy which alter our reaction to the tales as subtly and effectively as do the sensitive and intelligent editorial changes.

Paperbacks

To thine own self be true

Veronica Finch

Psychotherapy and Existentialism. By Viktor E. Frankl. Penguin 95p.
The Crisis of Psychoanalysis. By Erich Fromm. Penguin 85p.
Psychology and Medicine. By S. J. Rachman and C. Phillips. Penguin 90p.
Human Being. By Liam Hudson. Paldin £2.50.

Penguin's recent reprint, *Psychotherapy and Existentialism*, and the *Crisis of Psychoanalysis* have a long history and buoyancy that the years have not weakened. First published in 1957 Frankl's selected papers on logotherapy, a count many case reports where the treatment, often of only six weeks' duration, had been successful, the patient's remaining symptom-free at the time of writing the book. At this later date it would have made interesting reading to have heard about the present state of these "cured" patients, and indeed, of cases where treatment had failed. However, this book is optimistic and inspiring, and should appeal to counsellors, those on the brink of a new career, and in fact, anyone coming to a new understanding of the human condition.

Erich Fromm's collection of essays is both informative and readable. Frankl mentions failure only in terms of individual cases for which a logotherapy cure has succeeded, whereas logotherapy is a

reported a poor prognosis and treatment had been ineffective. Fromm in an way evades the issue. The first 10 chapters (from which the book takes its title) investigate the historical background and the future of psychoanalytical theory as it appeared to the author in 1970. He argues that for psychoanalysis to be a vital contributing force to a critical, challenging approach is needed which can understand the unconscious aspects of the predominant symptoms and the pathogenic conditions in a given family and society which produce them. Significant years on, the symptoms he recommends for attention are still apposite. They are alienation, anxiety, loneliness, fear of feeling deeply, lack of activity and lack of joy. While psychoanalytical theories produce a rich source of argument, discussion and dissonance, whatever the bias, a psychiatrist achieves little of her status by way of a medical degree. The province of medicine has widened to encompass huge areas of human behaviour. To allow the medical profession a total monopoly over mental and physical behaviour is clearly questionable.

The authors of both *Psychology and Medicine* and *Human Being* deplore the long-standing devotion of the medical profession to the papered laboratory rat. Rachman and Phillips favour psychology as describing the behavioural, subjective and psychophysiological components of human experience both in health and in illness. They

develop the argument that many of the personal difficulties currently regarded as signs of illness are in fact better seen as problems of behaviour. This raises questions of where and by whom help should be given.

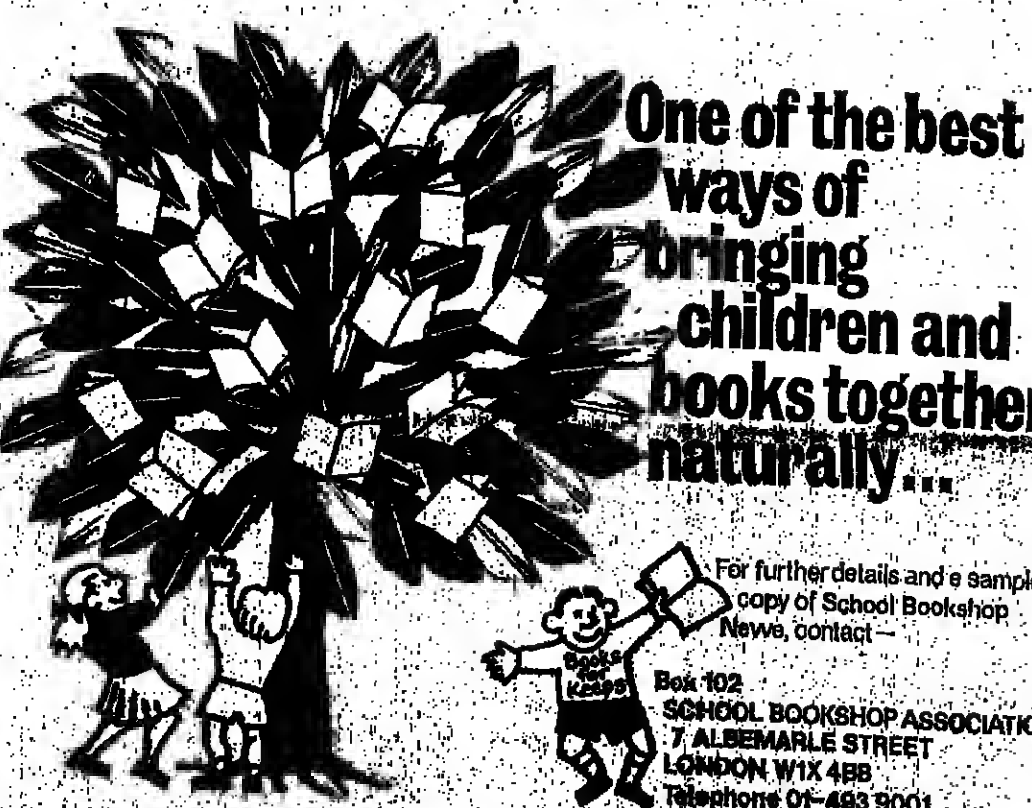
There is a shift of emphasis from "welling to be cured" to retaining a feeling of responsibility for actively developing satisfactory alternatives. Chapters on pain, headaches and sleep disorders suggest valuable areas for psychological research, not least for the intrinsic value of possible outcomes, but because of the rigours that need applying to such investigations. Similarly, applied psychology is urged to consider other topics, for instance the role of doctors in preventing depression on sleeping tablets, greater understanding about transmitting bad news, pill taking and blooded back as a clinical procedure.

Hudson's account of a distressing testing situation while working briefly in a mental hospital is happily not the last word on a clinical psychologist's lot. This health service offers a growth area to psychology. For those at the other end of their careers and for the lay reader, Hudson offers *Human Being*, a human individuality and the interplay of thoughts and deeds are explored. Science, art, music, literature and philosophy all have a place. This is a thought-provoking, provocative book. In the own words it is an introductory text to the huge and rambling empire of psychology.

Among this week's contributors:

Veronica Finch works at the Victoria School of Speech and Drama. Neil Philip is engaged in research in fantasy in children's literature at the University of London. Andrew Laski is director of the

The Hutchinson History of the World has a story in "modern history" at Martin College, Oxford. John Russell Taylor's most recent book is *Hitch*.



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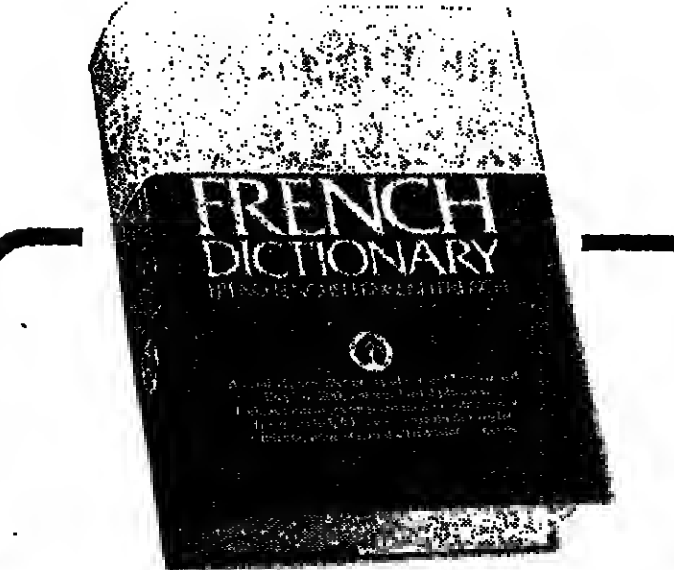
For him the bell tolls

Ernest Hemingway and his World. By Anthony Burgess. Thames and Hudson £4.50. 500 13062 0.

In this short and over-illustrated study, Anthony Burgess concentrates as much on the author as on his works—quite properly too, for both were creations. Hemingway, or rather, an idealized version of him as played by, perhaps, Gable, Bogart, Welles in turn, is the central figure in all the books and stories.

There is no disguising the fact that Hemingway was a handsome, booming, bullying, braggart, self-deceptive and self-destructive, over-indulged most of his life, not least by his four long-suffering wives and a series of beautiful surrogate daughters. His fictional heroes

reporter, joke, clearly represent Hemingway himself. This is not the only work which reminds us that "Papa" was not only a man in love with "Death" but obsessed by its symbolic counterpart, *Impotence* (colours in a very Hemingway way). Burgess, in a remarkably compressed and perceptive paragraph, identifies the book's "totalitarian themes, the glorification of earthly and bodily life, the bitterness of a frustrated love, the regenerative cleansing of ritual, sacrifice and blood. He compares Feste's inner significance and public influence with those of *The Waste Land* and enables us to accept the comparison. Hemingway and his World is necessarily sketchy and impressionistic and by any means fails to do justice to the author's work. But it is a good introduction to the man and his world. It is also, says Burgess, a good masterpiece. Anyone unfamiliar with Hemingway's work could do worse than begin with it.



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To be published October 19

Out of bits and pieces

Philip Hytch on primary science

The World of Robots. By Jonallin Rutland. Kingfisher Explorer Book. Ward Lock £1.65. Sciencewise 5 (Pupils' book). By Belle Parker and Alan Ward. Nelson £1.40. Science Today. By David Roberts. Collins £1.50. Piccolo Picture Bafflers: The Scientific World. By Neil Ardley. Pan 70p.

In this mixed bag of books on science, there is an interesting relationship between text and illustration. All four examples make a very acceptable blend with the accompanying text. There is a total absence of photographs, and yet these are instances where drawings, however good, are just not able to convey the right degree of authenticity.

A good example of this occurs in *The World of Robots*: a book which somehow falls short of what might have been achieved, partly through the choice of illustration. These are excellent drawings of their type, but this topic cries out for photographs. The text blends in quite well with the illustrations—there are some exceptions—but one is left with a feeling of disappointment. Where is the romance of the robot? Where is the challenge, the threat even? There is an overall blandness which is less than the topic deserves.

Sciencewise, the fifth in the series from Nelson, logically and properly follows the successful format of the first four. The series aims

to get children behaving as scientists by inviting their participation as careful observers, as searchers for information, and as experimenters. Many different tasks are suggested but all could conceivably be carried out either in the kitchen or in a normal primary school, given the willingness on the part of teacher and children to get together the bits and pieces—screwdriver, glass paper, matchbox, marbles, sneaky barbles, magnifying glass, glue and suchlike. Here the illustrations are entirely suitable for their purpose and manage subtly to convey the message that, though science is a serious activity, it provides many opportunities for fun. *Sciencewise* has a genuine and engaging directness which never becomes cloying, and which offers a worthwhile scientific experience to primary school children.

It is difficult to be certain what the aims of *Science Today* are, or what its supposed audience is. On one hand it has the feeling that it might have been achieved, partly through the choice of illustration. These are excellent drawings of their type, but this topic cries out for photographs. The text blends in quite well with the illustrations—there are some exceptions—but one is left with a feeling of disappointment. Where is the romance of the robot? Where is the challenge, the threat even? There is an overall blandness which is less than the topic deserves.

Sciencewise, the fifth in the series from Nelson, logically and properly follows the successful format of the first four. The series aims

Central line

Underground. By David McCann. Collins £3.95. 00 195850 X.

David McCann's earlier books dealt with building developments of post-war, Victorian and Roman Britain. In *Underground*, he now turns his attention to the twentieth century and the complex, subterranean life of the modern city. He leads us to an imagined city underneath the junction of two streets, and a double page shows it to us: great glass and steel blocks, a neo-classic theatre, a modern office building, a view of a Gothic church, a distant view of a Gothic church, a distant view of a Gothic church, a distant view of a Gothic church.

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Numbered dots here and there in the text indicate the points where the reader can find the illustrations. The book is a very good example of the use of illustrations in a text. The illustrations are very good, and the text is very good. The book is a very good example of the use of illustrations in a text.

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Horse sense

Gillian Baxter

There must be few facets of horsemanship not yet covered, but there is one book which does find a new angle. It is *Horsemanship* by Marylin Watney and William Kouturek. It is a clear, interesting guide to an increasingly popular sport. It gives advice on finding a horse and choosing a vehicle, on the basics of driving, on the preparation for shows and on the art of driving in them. The index of major events is useful and the many photographs and diagrams are excellent. (It is published by Ward Lock at £2.95 and £1.75.)

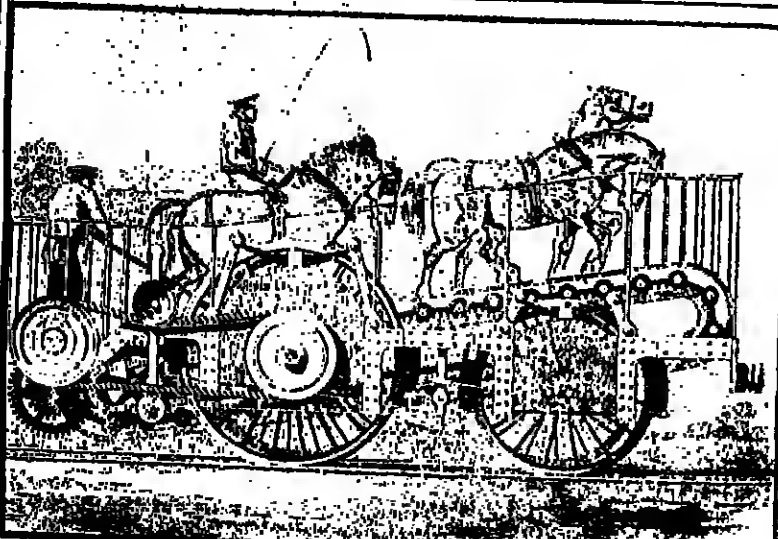
In *Showing and Ringcraft* Explained, edited by Anne Alcock (Ward Lock £2.95 and £1.75), we are back on familiar ground, although it still provides a useful guide to showing in the full, varied range of English show classes and gives sound advice on training and procedure.

Of three recent semi-picture books the best and most attractive is *Horses and Ponies*, by Robert Owen (Haulmy £2.25). It sets out to cover, briefly, the main breeds, their care and purchase, and learning to ride. It describes the various equine sports and ends with a brief glossary of technical terms. The photographs and illustrations are good and plentiful and the book seems aimed at the child of about nine to twelve, with little previous knowledge of horses.

The second picture book, *Let's Look at Horses and Ponies*, by Jennifer Justice (Ward Lock £1.95), is aimed at younger readers. The

text covers much the same ground as the previous book, but very simply, and it is illustrated with drawings in a simple, story book style. Your first book at riding by Peter Chanby (Angus and Robertson £2.95) is more technical, and is concerned solely with learning to ride. There are plenty of photographs and diagrams, and sections on stable management, schooling and competitive riding. The book was originally published in France, and has been adapted in an attempt to make it of international appeal. This does lead to a few irritating comments, such as the statement that British native ponies are likely to be bad advice to get them moving. This is bad advice, and surely there are as many cold-blooded horses as there are ponies? With the plethora of instructional books now on the market, it is hard to see how this book can have been necessary.

The Observer's Book of Horses and Ponies and the Observer's Book of Show Jumping and Eventing have recently been republished at £1.25 each. The first is very useful, covering nearly 130 breeds and varieties in a brief, concise style, with good, clear pictures. The second is more recent (but is only the second edition) but it seems certain to become a standard hand book, covering as it does the biology of the sports, their administration, personalities, both human and equine, and the records of major national events. There is one mistake: the horse given in Eddie Muckon for his service to Irish Show Jumping was surely Bloomer, not Kerrygold, as stated here.



The locomotive "Impulsor", invented in Italy in 1850 and demonstrated on the London and South Western Railway. Kenneth Meier's book *Animal-Powered Engines* (Daisford, £5.95) describes many unusual engines powered by men and animals. It provides archaeological and technical information and a world-wide guide to sites where examples can be found.

Programming knowledge

Audrey Laski on computers

The Computer Age. By Martin Campbell-Kelly. Weidenfeld £4.50. 05340 485 2.

Obviously, this book is admirable in the choice of illustration is imaginative and the standard of reproduction high; there is a riveting image of a silicon chip passing through the eye of a needle. Unfortunately, the text does not match the standard of the illustrations. The book is a very good example of the use of illustrations in a text.

Buy in much more serious flow of ideas. Campbell-Kelly's approach is a very good example of the use of illustrations in a text.

Cat's whiskers

Yet another book on cats—not that I am complaining as every new publication seems to have something new to offer. Usually this amounts to an expanding pack of kitten's eyes, but *Cat's Whiskers* by Jane Rockwell (Pan £1.95) is a little different. It is a very good example of the use of illustrations in a text.

gives the names of an object or concept unlikely to be familiar to young readers; without further explanation; that some of these terms are explained in a glossary at the end is not an adequate substitute for the creation of understanding on the spot. Often, he seems to leave out the one crucial statement which would connect two others which he has just explained. His explanation of modern developments in programming languages and of the nature of computers are particularly weak in this respect.

The reader of this book will come away with a collection of agreeable anecdotes about some of the great men of this field, some idea of the speed and scale of its development, and a clutch of exciting vivid images. He might have

Polytechnics

Serving the whole community

By David Bethel, Chairman of the Committee of Directors of Polytechnics

In the 12 years after publication of the 1966 White Paper which led to the designation of the 30 polytechnics from 1969 as "a strong and distinctive sector of higher education which is to be complementary to the universities", they have more than fulfilled government intentions and now provide higher education in a great variety of forms to well over 250,000 students.

The courses they follow may be at four levels—postgraduate, first degree, professional qualification, or sub-degree—involving one of various modes of attendance. There are now 120,000 students following full-time and sandwich courses with two-thirds of them an degree course. Enrolments have been at a higher growth rate in the polytechnics than in any other group of institutions.

The strength of the polytechnics rests in the comprehensive provision of courses which meet the identifiable needs of both the individual and potential employers. We are encouraged that an increasing percentage of those electing to enter HE are choosing the polytechnics.

The distinctiveness of polytechnics is found in their unique combination of a range of features, some of which are inevitably found in other kinds of institutions. Distinctiveness is not exclusiveness: there is an inevitable and proper overlap with both the universities and other colleges.

The range of features includes the concentration on advanced education in a wide range of disciplines at all four levels by full-time, sandwich and part-time study. This work is reinforced by a considerable short-course and post-experience, provision and by a wide range of research, consultancy and advisory activity.

Distinctiveness is also to be found in the range of subjects taught, many polytechnic degree courses offer subjects which are not provided in the universities and there are also distinctive interdisciplinary and modular degree structures. Apart from the often



David Bethel, Chairman of the Committee of Directors of Polytechnics

The internal organization of the polytechnics (which differs markedly from that of the universities) facilitates the development of strategies to keep under review teaching and learning methods. The typical polytechnic has a staff of

close connexion with industrial, commercial and social needs, there is close attention to curriculum development and a particular emphasis on teaching with attendant pastoral care and follow-up.

Curriculum derive from a consensus attempt to balance the needs of students with the perceived needs of relevant employment when ever this is appropriate. Whereas the universities tend to place greater emphasis on research, with the undergraduate teaching following naturally from this activity, polytechnic courses tend to be characterized by the assumption that, for very substantial numbers of students, motivation is less by a discipline-oriented study.

Effective teaching cannot be sustained without substantial research. Much nonsense has been written about the so-called "academic drift" of the polytechnics, but the maintenance of appropriate standards at all levels of education and finding the means of developing the talent and abilities of the individual must take precedence over preconceived ideal models of institutions.

The ethos of the polytechnic tends to encourage a widening of the approaches to the nature of discovery and applied research, the "making and doing" tradition, the influence of the visual and creative arts combine to flavour the range and definition of research in the polytechnics.

Research, (often applied research), development (or "action research") and consultancy link the polytechnics into industry and other employment. Characteristically, the industrial liaison officer or a special unit coordinates these activities which include arrangements for sandwich course placements in shorter-term student placements in

term or vacation (which give the student a flavour of the opportunities awaiting him on graduation), secondments of staff to industry for an enhancement of experience, and the identifying of industrial problems requiring research, investigation, testing and manpower retraining. Retraining may be met by courses at either the polytechnic or at the place of work and can range from a one-day seminar in a postgraduate registration.

The long-established tradition in the polytechnics of providing part-time courses to advanced education remains an important part of the total provision. Non-advanced work has been transferred to the further education colleges as envisaged in the 1966 White Paper. Together with short-course enrolments, the 80,000 regular part-time students continue to link the polytechnics with their local and regional communities, particularly with industry and commerce. The courses are normally "vocational", their successful completion enhances the career prospects and effectiveness of the student. Non-vocational work is more often the responsibility of the university extramural department or the adult education service, although there is some overlap.

To maintain this important part-time education it is essential for the polytechnic to maintain close links with both secondary schools and the further education colleges. Not all school-leavers benefit by immediate entry to full-time further or higher education. Unhappily, far too many of those who could so benefit never set foot inside an educational institution again. Close liaison with the secondary school teachers allows us to adjust our part-time courses in particular to match developments in school curricula and modes of teaching.

Simultaneously, liaison with the colleges allows a smooth transition from part-time further to higher education in the polytechnics. There are pilot studies between some polytechnics and colleges to develop new entry qualifications which should result in attracting a wider social mix of students who could benefit from higher education.

Where a college of education has been merged into a polytechnic, the contacts with secondary school teachers have become even closer, particularly where education consultative committees have been formed resulting in an improved two-way flow of information and ideas. The aim must be to ensure that all school-leavers are aware of the personal benefits of some form of further or higher education and to match their provision to their needs, including the mode of attendance.

Part-time education and links with industry and commerce constitute our main service to the local community. The full-time range of courses caters for a 70 per cent national enrolment as against 30 per cent home-based students. This is our main contribution nationally. The polytechnics seek to give a relevant and high quality service, but this cannot be maintained without contributing to and learning from the best practices throughout the world.

The polytechnics have international links—direct academic and student exchanges with universities and research institutes overseas, contracts to educate and train overseas students, field courses abroad, etc. These activities are important to the maintenance and development of standards and a valuable contribution to the discharge of our local and national responsibilities. Our service is to the community.

What are they like?

Norman Glover offers a teacher's view of the polytechnics

No one who is concerned with advising young people about higher education can fail to be familiar with the question: "What are the polytechnics like?"

Everyone knows what a university is like—or so they believe. Universities have been around for a long time and many people who have held claim to academic fame have been graduates.

Even the most recent additions to the university ranks have modelled themselves largely upon the older institutions so that a visitor feels at home or less at home in any one of them. The senior common rooms tempt their guest with courtesy and usually doing well. Some even have excellent wine cellars.

These can surely be few people left who, like an old physics teacher I knew, thought (or claimed to have thought) that there were really only two universities—Oxford and Cambridge. Moreover, entry requirements are both well defined and well known.

The universities are generally regarded by the public and their potential students as centres of intellectual excellence, where young minds are honed to a pitch of sharpness by rigorous academic disciplines and where success is likely to be achieved.

For their students. Very possibly they are just a little out-of-date in their views. But what are the polytechnics like? They are now 10 years old and have university-like reputations. They offer a wide range of courses at various levels and are frequently identified as "the old Tech". Surely that must be like a knife between the ribs for any polytechnic lecturer.

Moreover, unlike the universities, they now appear to be advertising for students. Or is this an indication of their much wider, more comprehensive scope? For unlike the universities, which are largely autonomous, the polytechnics are owned and financed by the L.E.A.s and do not award their own degrees but those of the C.N.A.A.

C.N.A.A. degrees are monitored to ensure comparability between the polytechnics themselves and the standard of awards granted and conferred by the universities.

Because of this comprehensiveness entry requirements can range from a minimum of five O levels for a foundation course to a degree for postgraduate work.

fill national needs. More recently some have absorbed former colleges of education and it will be interesting to see what the polytechnics do to this sphere. At certificate courses are phased out will the BEd follow suit?

The BEd has perhaps not been regarded as an absolutely unqualified success, whereas an ordinary degree plus one or two postgraduate courses might be seen to have certain advantages. Certainly, the opportunity for students (who might eventually teach) to mix with students of other disciplines can only be an advantage.

If their degrees can be readily used outside as well as within education, so much the better. This appears to be a lesson to be learnt from the number of unemployed trained teachers on the market at the moment. We do not seem to find their BEds so readily useful in other areas.

One also notes with interest the way in which various polytechnic courses have developed, particularly those related to languages and the structure of the modular degrees, in as far as they provide alternatives to the universities it is interesting to see how the latter react to this form of competition.

The development of new courses is essential in any education system and this is where, being autonomous, the universities have the edge on the polytechnics. The former can react to pressures in the academic market place more readily than the polytechnics, who must seek C.N.A.A. approval.

But by the same token it does sometimes seem that new degrees are proposed, structured, prepared and then abandoned, only to be replaced by another. It is likely to provide the easiest access

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The role of the CNAA in teacher training

By Robert N. Smith

The substance of the Government's plan for the reorganization of teacher training in England and Wales is now widely known, if not accepted. A number of institutions recruited their last intakes in 1977, others are adjusting to the problems which attend a reduced entry, and some are coming to grips with the pressures brought about by the amalgamation of several institutions into enlarged polytechnics or colleges of higher education.

The gradual demise of the certificate student and the intention to create an all-graduate profession based on a two A-level entry has been part of a movement in teacher training which has been given further momentum by the radical rationalization of the system as a whole.

This rationalization has brought new colleges and education departments into the CNAA system and has also meant that consideration has had to be given to the restructuring of existing BEd courses for future re-submission. It is not possible to describe in detail the variety of strategies adopted by polytechnics since each is in some sense unique. The following serves as an illustration, however.

Logically, the number of main level studies that can be supported by education has had to be reviewed. The possibility of integrating teacher education with other courses has proved to be fruitful, as institutions capitalize upon the opportunities that the resources of a polytechnic can provide. For some, this integration has meant that main study tutors have found themselves being allocated and teaching outside the education faculty or department and, conversely, educational facilities have found themselves utilizing other polytechnic staff on BEd programmes.

Such strategies have not been restricted to staff. New proposals for BEd courses with subject content taught in common with students reading for BA/BSc degrees or built on DipHE programmes have been proposed and validated. The consequence students have been given the opportunity to gain a knowledge of their subjects outside the immediate context of teacher education. The development applauded in the Green Paper, it has also allowed students the opportunity to defer their commitment to the profession for up to two years in some cases.

However, such structures necessitate the postponement of much of the professional element of the course. Many argue this will result in some of the widely discussed disadvantages of the postgraduate certificate of education.

Some have sought to integrate only the first year of the training course with existing non-teaching courses and to develop lengthier, more professionally based, subsequent years. This has led to the alternative criticism by some that they do not contain sufficient main subject work especially in the context of secondary teacher education.

The demand for the implementation of induction programmes and for greater in-service provision as envisaged in the James report and in the 1972 White Paper in recognition of the inevitably limited content of any initial training course has consequently been strengthened, and a movement towards a system of continuing teacher education is beginning to emerge. The development of in-service provision also provides further means of establishing viable workloads for staff with a reduced intake to the initial BEd and accords with the Government's increased national allowance for each institution for in-service training.

The CNAA is on the way in being responsible for validation in about one-half of the public sector institutions in England with teacher education courses, which now includes most of the polytechnics. Like the institutions themselves it has had to respond to the changing nature of teacher education and the strategies adopted by the polytechnics in the face of reduced BEd target figures. But how does the CNAA involvement in teacher training affect the polytechnics?

The CNAA has an indirect influence on teacher training through the involvement of its members and senior officers in various national advisory bodies and committees. More directly, its influence is felt through its validation of course proposals, its philosophy underlying the validation of courses by the CNAA, however, is that it should not be prescriptive but should respond to initiatives from colleges.

Such a philosophy is made practical through the support given in the past by its members who are recruited from, among others, the polytechnics running BEd degrees. This people who are themselves involved in designing and teaching courses, and who recognise from first hand pressures and problems involved in curriculum development.

In the past few months the Committee for Education has been re-structured to include the establishment of a board responsible for all initial BEd degrees and this will draw upon the support of members of boards in other areas of Council who have expertise in particular academic disciplines.

But the Council has responsibility not only for the academic but also for the professional training of the student. This professional function is clearly reflected in the membership of the Council's committee, Board and Panel and in the way course validation has been approached during the past few years.

Teachers are represented through nominations from the professional associations thus ensuring that the profession continues to play a role in the training of its own recruits, something which the CNAA views as extremely important. The role of the practising teacher is further emphasised by council's insistence that polytechnics propose schemes for validation consult with representatives of the teaching profession.

A visiting party, which gives detailed consideration to a proposed course of initial teacher training, will always include a teacher member and during visits will be particularly interested to meet local teachers who have been involved in course development in the college concerned. Institutions are also required to nominate a serving teacher to act as one of the external examiners. All external examiners are seen as having an important function in maintaining the council's standard of award and reporting to it when the time for reappraisal approaches.

This professional involvement is also reflected in council's expectation that theoretical and practical aspects of BEd courses proposed by the institutions should not remain separate but that the integration of the two should be actively sought. This importance of this is exemplified by the appointment of the council's first research officer who is engaged in an analysis of the role of school experience in BEd degrees, a project in which a number of colleges and polytechnics have co-operated. This positive co-operation is being encouraged and encouraged, and reflects the general development in public sector education towards the partnership relationship to which the council is committed.

Robert N. Smith is Assistant Registrar for Education of the CNAA.

Brighter prospects

W. Middlebrook forecasts that teaching offers attractive career opportunities from here on

Unless there is a significant change in the attitude of school-leavers to career prospects in the teaching profession within the next two years, and possibly within the next twelve months, the education system is likely to be facing a national crisis by the early part of the next decade. During the 1970s, the number of school leavers entering training in the next few years are likely to be greater than at any time since the birthrate started to decline in 1966.

Superficially, this statement is open to ridicule in the light of the widespread publicity given to the recent teacher unemployment. But it takes four years to train a graduate teacher—and by 1980, all students entering training will embark upon a programme leading to the award of a degree.

The years of high unemployment for newly qualified teachers—1975, 1977 and 1978—were the product of a government policy of contraction of teacher training which only just being implemented in response to a

birthrate which had been declining rapidly since 1966. These teachers are therefore, the product of a peak of entry against a background of a severely reduced school population.

Clearly such unemployment was inevitable. With the demand for school numbers declining steadily, the supply had to be regulated, and a national policy of scaled contraction to meet the estimated needs of the profession by 1981, reducing the number of training places from 114,000 to some 45,000. Thus, the entry for 1978 was intended to meet the requirements of the profession in 1981 or 1982, dependent upon the length of student programme.

Students able to gain a training place this term were part of the calculated entry to the profession on completion of course and thus had the prospect of employment in the past decade.

The reduced number of places implies a greater competition for entry and raising of standards, and this is what had been expected by

the Department of Education and Science which is to raise the standards required on entry in 1980 to those needed for courses leading to graduate qualifications. Certainly, there should have been no difficulty in institutions meeting the severely reduced entry targets set them by central government.

Unfortunately, the adverse publicity given to teacher unemployment together with the known trauma of college closures, academic staff redundancies and course replanning have led to a decline in the number of applications which had been needed to meet a scaled standard of entry to the teaching profession. At one stage in 1978, the waiting list for places in the training houses was reporting a decrease of one-third over the previous year in terms of applications and 1977 had shown a similar picture over 1976.

The decrease has been a shortfall of some 17 per cent of return of training in 1978 for a job market carefully calculated for 1981/82. Already the training institutions are unlikely to provide the number of newly qualified teachers required by the profession in 1982. Any continuation of this trend will only aggravate this serious problem in subsequent years.

The situation is best seen by a simple example. The merger in 1976 between the Polytechnic and the former Nottingham College of Education, which had a waiting list of 1,000 students, it will be the only institution in the country offering three-year Bachelor of Education degree courses together with a one-year Postgraduate Certificate, one-year specialist courses and in-service training for teachers—a wide range of provision, involving most of the traditional main subjects.

However, the entry to the three-year initial training programme is 200 places a year shared across recruitment to courses of training for teaching in secondary, middle, junior and infant schools and specialist provision in such shortages areas as the teaching of the mentally handicapped and the teaching of physical sciences, home economics and craft, design and technology. The number of places for any one strand of the programme, leading to the production of such specialist teachers, is therefore, extremely limited.

Even though the targets for entry are met, the number of teachers produced ultimately for teaching in the three-eight age group, say, can only be about 30 while in such areas as music and the physical sciences the figure is less than 10. The opportunity for employment of such numbers even within the local region is likely to be considerable.

The period of contraction of teacher-training provision since 1972 has been an opportunity not only to rationalize the entire system. Many of the former larger urban colleges such as Nottingham College, Sheffield City College, Redlands, City of Leeds and Cheshire, have been merged with their local polytechnics, but with the same staff and enhanced resources. Other colleges have grouped into the new institutes of higher education, but all with the many advantages inherent in the larger institutions.

There have also been significant changes in the nature of the training provided in the institutions consequent upon contraction in student numbers and the establishment of new units.

But of far greater importance has been the recognition of the necessity for the theory and academic work to be added to practices to the extent of total integration, the venue for this to be the schools themselves.

Thus, while it is recognized that students would wish to follow their chosen academic subject, or group of subjects, for their own personal education and perhaps to bring that expertise to the school in which they ultimately teach, the major element of their training will be in the development of the professional skills necessary for sound classroom practice. In a nutshell, it is now appreciated that the work of this kind, based on supervised and progressive experience, is of rigorous intellectual content and as such can play a major part in an honours degree programme. It is exciting, challenging and totally relevant to the studies of the teacher in training.

For from representing a career cut de sac for the school leaver in the next few years, teacher training is likely to hold out not only sound prospects for an opening to the profession that it serves but also a wide range of opportunity in employment in which the skills required of the teacher can be used in the field. It will not be training for unemployment but for a variety of careers the principal one of which will be teaching.

W. Middlebrook is Dean of Education, Trent Polytechnic and Hon. Sec. of the Polytechnic Council for the Education of Teachers.

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Knowledge and skill

Vocational relevance is a traditional strength of polytechnic courses writes Geoffrey Middleton

The polytechnic's traditional strengths in vocationally relevant fields is amply illustrated by recent figures published by the Committee of Directors of Polytechnics. Those show that nearly 80 per cent of higher education in engineering and technology, science and mathematics, is to be found within the 30 polytechnics, together with more than 70 per cent of administrative, business and social studies, while the balance of the students in these courses are spread through more than 100 institutions.

With this massive concentration of the vocationally relevant courses it is little wonder that polytechnic students perform consistently well in gaining jobs after qualification with, according to recent figures, nearly 70 per cent entering industry or commerce.

Though dogmas are a vital and growing sector of polytechnic work, the strength of non-degree work is maintained and also growing. With nearly 3,000 students gaining HND qualifications last year, a 10 per cent growth, it is noteworthy that over half of the HND holders went into industry or commerce.

In the field of part-time study growth has also been maintained, though, as a proportion of the total polytechnic numbers, part-time students have decreased, a trend of

which the polytechnic directors are aware and which is gradually being reversed.

It has been a characteristic of polytechnic development that courses have grown to meet industrial needs, rather than being set up in meet academic umbilicals. This is clearly far from a minor concern since the Liverpool has developed courses in nautical science, ship building is an important field of study at Sunderland, chemical engineering at Teesside, textiles at Leicester.

Art and design courses, from which students do well in getting jobs, are available in most polytechnics and, like many of the other courses, spring from local industrial needs. At Stoke-on-Trent, North Staffordshire Polytechnic offers a multi-disciplinary design course which represents a good example of a modern course based on a local industry.

Construction is a vocational area with many specialisms, including architecture, surveying, building and building services, and many levels of employment from technician to full professional. Typical of many polytechnics, the South Bank Polytechnic derives its strength to this from the overgrowth of two well-established institutions of nineteenth-century origin, Bristol School of Building and the National College of Roofing, Ventilation and Fan Engineering, and offers courses at technician and professional level covering many of the needs of the construction industry.

Engineering studies, at both technician and professional level, are particularly a strength of the polytechnics. As with other disciplines, vocational relevance is the prime objective, but rapid changes in technology make this particularly difficult to attain in engineering. The new BSc(Hons) Technology at Leicester Polytechnic represents a

new approach to vocational relevance coupled with a Diploma to allow broader entry qualifications and a degree of choice of specialism.

Computer studies represent a continually growing specialism with vocational outlets at both technician and professional level. Several polytechnics—Hartford, for example, offer comprehensive opportunities for study with computer facilities comparable with those available anywhere.

Commercial studies in various forms have a long tradition in the polytechnics. These are now typified by the courses in business studies offered at both Higher National Diploma and degree level. The courses in business studies at Bristol Polytechnic allow specialisation, for example, in such diverse fields as marketing research, international marketing, tourism and financial management.

Less to be expected in the polytechnics are vocational courses in the arts. The Birmingham School of Music, a constituent college of Birmingham Polytechnic, offers courses for aspiring orchestral musicians.

The polytechnics see themselves as providing a matching function—matching the knowledge and skills of students to the vocational opportunities provided by society.

Size is important. If institutions are to be able to provide breadth of opportunity for those with different levels of ability, flexibility is important if they are to allow individuals to find the level of activity appropriate to their abilities. The polytechnics meet both of these criteria and retain the concern for the individual essential in institutions which whatever the importance given to vocational relevance, are still centres devoted to higher education.

Geoffrey Middleton is information officer of Leicester Polytechnic.

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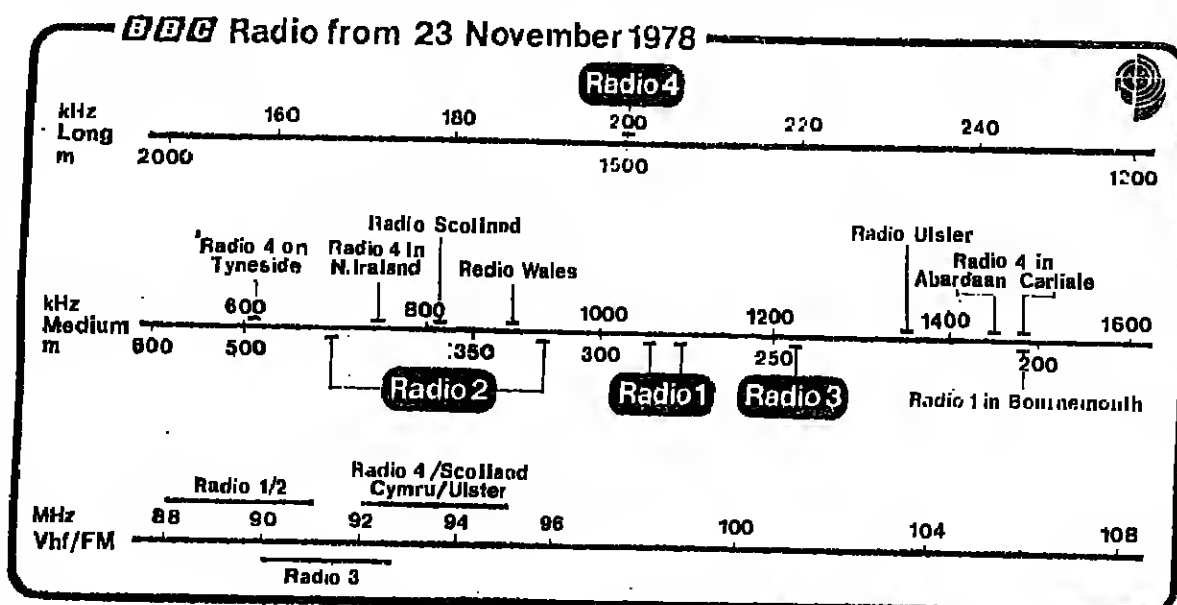
CHRISTOPHER GRIFFIN-BEALE discusses the BBC radio wavelength changes, BRIAN HILL considers the implications for language programmes

Over the new waves

What effect will BBC Radio's widely publicised wavelength changes on November 23 have on schools broadcasts? The short and reassuring answer is none, since VHF wavelengths remain unchanged.

This unintended bonus for schools is some small compensation for the upheaval of a few years back when schools transmissions transferred to VHF from medium wave, a policy initiated before the Geneva Conferences of 1974-75 agreed the new European reallocation of frequencies which has led to the BBC's changes.

In Northern Ireland Radio 4—now known as Radio 4 (UK)—loses its VHF frequency to Radio Ulster, but schools programmes will remain on that frequency. Any devotees of BBC Radio's further education programmes will find another change this autumn, coinciding with the wavelength change. The early-evening study transmissions on Radio 3 medium wave have ceased; all further education programmes are now concentrated on Radio 4 VHF as Study on 4, from 2 pm-6 pm on Sunday after-



noons and 11 pm-11.30 pm weekday evenings.

Teachers generally will not be troubled in their professional lives by the wavelength changes: it is at home that they, like the rest of the nation, will have to adjust, literally overnight, to the most substantial change in BBC radio wavelengths since the war, involving almost every national long and medium wavelength used by BBC radio in a confusing jumble of musical chairs.

Radio 4 moves from medium wave to long wave in most areas, adopting the wavelength, 1500m/200kHz, currently occupied by Radio 2. Where reception on this wavelength is not good, supplementary medium wave services will be provided, in Aberdeen, Carlisle, Tyneside, Northern Ireland and the south-west. Radio 4 will now become Radio 4 (UK), transmitted throughout the United Kingdom and quite separate from Radio Cymru, Radio Ulster and Radio Scotland.

Radio 3's medium wave service moves to 247m/1215kHz, long the home of Radio 1's regular listeners are in for a sedate shock on the morning of November 23 (in Cambridge Radio 3 will be on 251m/1197kHz).

Radio 2 loses its long-wave service and will be broadcast nationally on 433m/693kHz and 330m/909kHz, and Radio 1 will occupy 275m/1095kHz and 285m/1050kHz.

1053kHz (202m/1485kHz in Buena Vista).

Most other BBC medium wave services—local radio and services in the national regions—are effectively unchanged, except for local radio in Leeds, Leicester and Solihull (Birmingham) and BBC External Services.

Once the initial confusion has been overcome, these changes will affect medium and long wave listeners in two ways (unless they switch to VHF). Radio 4 listeners, whose radios are going to be in trouble, and Radio 3 listeners, whose medium wave will find reception impaired.

Radio 1 has to share its VHF channel with Radio 2, which is a particular problem to its evening service. Radio 1 is to be fully separated from Radio 2, and serious listeners to Radio 3 arguably demand VHF anyway.

VHF may seem the ideal solution to all these problems, but there are drawbacks. It is arguable that more could have been done to promote VHF earlier: after more than two decades, only around 60-65 per cent of listeners have access to VHF. However, promoting greater use of VHF would have been enough, for despite that figure of 60-65 per cent, BBC statistics suggest that only around 10 per cent are actually using VHF regularly.

Many people are listening in cars or on transistor portables—although one can listen quite happily to VHF on quite small portable sets. Then there is the interesting practice of splitting networks between medium/long wave and VHF, so there are many occasions when one has to use a medium or long wave Radio 1 and 2 listener's long wave that Radio 3 has the fewest splits (except for Test Match specials on medium wave), but Radio 4 is increasingly using its VHF channel for all kinds of education and other special programmes.

The principle of splitting networks between medium long wave and VHF is easy to defend, given the scarcity of airwaves. Indeed in the United States, a similar split—between AM and FM—is a fundamental principle.

But many would dispute whether it is the right programme which are put onto VHF. Further education and Open University are inevitably less popular and make less use of the higher fidelity and stereo possible on VHF. However, the BBC clearly has a dilemma here, if the majority continue to listen on medium wave. When Radio 4 tried to put parliament on medium wave and put *Mind the Gap* and other popular programmes onto high-quality VHF, there was a public outcry.

The public confusion about wavelengths underlying that outcry doesn't bode well for the public's capacity to adjust to the turmoil after November 23. If it is true that the young are quicker than their elders to cope with much of new technology, school pupils might well be able to help.

Although no specific approaches have been made to schools, contacts have been made with the scouting movement. Over 12,000 scouts groups have volunteered to participate in BBC's Tune-a-Radio Week, starting on November 23, scouts will visit elderly people and the household in their area and tune their radios for them.

Schools might be able to help too, and it will certainly offer a golden opportunity to explore the science (if not the politics) of wavelengths and frequencies. What is the relationship between wavelengths and frequencies, and why is that wavelengths in metres (hence, radio waves) decrease in length (frequency) as frequency increases?

Apart from all the science textbooks, there is an extremely lucid introduction to broadcasting wavelengths in Peter Lewis's *Consumer Association*, *Which Media?*, which also sketches in the political context to the allocation of frequencies. There are scarce world resources: that is, highly topical, for it is just such an international allocation that has led to all our national radio networks 'going places'.

Information leaflets, posters and peel-off stickers which can be stuck on radio dials to mark the new positions, together with all the other goodies from *Which Media?*, are available from BBC's Campaign Publicity Office, BBC Broadcasting House, London W1A 1AA.

Insomniacs or linguists?

The decision to switch mid-week language learning broadcasts to a late night slot is almost impossible to justify in terms of learners' interests. Each year hundreds of thousands of people follow the BBC's further education radio output, and until now the service has been regarded as a valuable resource, to the many different needs of language and level.

Now, judging from the BBC's own advance publicity, not only are the language services being cut (there is only one new series this year, the excellent Spanish *Digamos*), but all the mid-week programmes are being allocated timings at which only habitual insomniacs can learn.

Why does this reallocation of timing matter? What are the specific characteristics of learning a language that make it so crucial? It is true that there is no definitive study on how people learn languages and similar acquisitive skills from radio.

However, few people who have begun to explore the field would argue that, with the exception of Bulgarian and Russian sleep-teaching techniques which are a different process altogether, learners need an alert mind.

They need to mobilize all their powers of recall from previous broadcasts to actively sift and process new material; to reinforce the new material immediately if it is not to be lost to the medium-term memory store, and to practise and articulate new structures if oral competence is to be improved.

In switching the timings to 11 pm, it seems that virtually all of these essential requisites of effective learning are being less well fulfilled than last year. People who have been at work all day and are conscious of having to get up early the next morning are almost certainly going to feel more fragile and less active at that hour.

Many researchers into the intricate workings of memory and recall ability have pointed to the importance of early reinforcement. From studying the learning patterns of home students we know that many use the time immediately following a broadcast to go over the material just presented, to learn the key phrases, to articulate key responses, either to themselves or to others.

It has become clear, therefore, that successful learning from broadcasts is not just a function of the quality of the programmes themselves, but of the use the student makes of them and the pattern he develops to reinforce the points introduced. This essential process can hardly be as effective at 11.30 pm as at the more reasonable broadcast times of previous years.

The error is compounded by the fact that BBC's radio and television have developed a three-year policy for major languages whereby a student can start as a beginner in 1978 and come off the line as a fairly competent speaker, reader and communicator in 1981.

The strengths of this coherent policy are clear, but it is now generally accepted that, where breakdown and drop-out occurs, it is due mainly to problems of student motivation which is defined by a variety of factors, not least important being convenient broadcasting times.

One definition of the success of this three-year plan (though clearly not the only one) must be the number of students who stay with the course for that length of time and this year's rescheduling must be seen as one more hurdle to add to an already impressive list of obstacles.

It seems clear that, if the switch is inevitable and irreversible, there must be considerable discussion of the implications for language learning and radio production policy. I see little sign that this has happened or will happen.

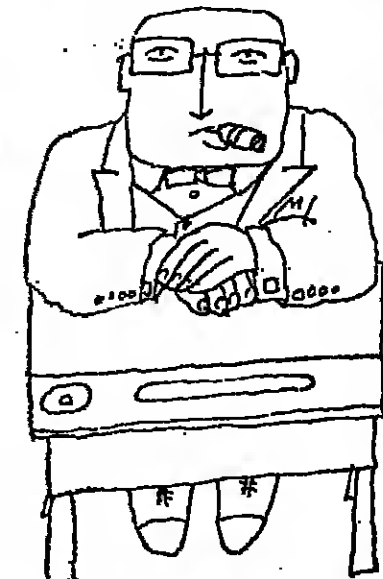
31 Resources

Keeping good company

JOHN LEWIS on sponsored materials

Children in school should be made more aware of the part played by industry and commerce in the world in which they will be living. What ever the reasons more and more teachers, and companies, are climbing on to this bandwagon—a wagon which, it is worth recognising, has been rolling for many years.

It is important to distinguish between the various aspects of understanding which are involved: on the one hand there are the pure careers information and recruit-



Industry on the recruiting and

ment exercises which many teachers and firms see as being the limit of their involvement. One also needs to look at what is actually involved in liaison between schools and industry, and perhaps question the activities undertaken and the qualifications of the people involved.

Most teachers are aware of the wealth of material which the multi-media and the books, among others, make available to schools, ranging from wall charts through pamphlets to films. The UBI Resource Centre has listed the major sources of this type of material in its publication *Teaching Materials available from Industry and Commerce* and is shortly to publish a directory—in conjunction with Woodhead-Faulkner of Cambridge—listing the different items as well as identifying other assistance, such as speakers and visits.

On going through this mass of available resources, one is struck by three main thoughts. Much is relevant to the curriculum, but little often does not meet the needs of teachers in the classroom.

A simplistic, though acceptable, scenario for industry is that it is comprised of three major elements: the processes together with the technology used in those processes; the economic factors and the vital human relationships.

Most of the current materials ignore the last two and concentrate

on the first: examples range from showing how a cheque is cleared to how a tin can is made. Seldom are the economic or social aspects necessary to the development and subsequent implementation of the processes mentioned.

A major criticism which is borne out by a limited survey recently carried out by UBI into teachers' attitudes towards materials and services provided by industry and commerce is that, whatever the quality of the material, it was unrelated to syllabuses being taught.

Materials therefore tend to be used for peripheral interest rather than as an integral part of the lesson. It also appears that the emphasis has been on producing materials for the older and more academic child, with the result that both the reading and conceptual levels are too demanding for the average child.

These comments concern the national scene, but initiatives to produce teaching material are undertaken locally. The INDEL project in Wiltshire and similar ones in Cumbria, Sunderland and Cambridge, have all produced items which can be used in the classroom.

Like the Working Mathematics Group, these involve both teachers and people from companies in the planning and writing stages. The materials produced are, therefore, not only ones which teachers have identified as being needed, but they also have the authority of the companies' experience, and are related to the local scene. There is no need for them to be glossy, though often slides and tapes are included. So far we have only been think-

ing of printing or visual materials as the resource which firms can make available, but there are others. Visits, speakers, work experience schemes, surplus equipment and so on can prove very valuable. Nevertheless, schools and companies do recount unfortunate experiences because of a failure of use to appreciate just what the other required, or had to offer.

The 'Cooks Tour' visit does hide the other side. Objectives need to be discussed and a structured plan for the visit worked out. Speakers should be briefed, not only as to what they are to talk about, but also as to their audience.

Firms should not look at schools as a dumping ground for obsolete and useless equipment, but give thought as to what might be of educational use, and offer some practical follow up assistance should it be used. A guide detailing some of these activities is available from UBI.

The lesson to be learned is a relatively simple one and that is, the so far as the provision of resources goes, it must be a joint effort with a real need being identified. It is also worth recognizing that education need not always be on the receiving end—it does have expertise in many areas itself which could be offered to companies.

Examples might include the research work carried out by school in Redditch for a local company, or the translation of letters relating to export orders, or even helping to run a company newspaper. The notion of the game is understanding—a mutual under-



Children in school should be made more aware of industry.

standing of the role which both education and industry play in our society, and this is best achieved by joint efforts at the local level. It must start, however, by education and industry each knowing their own business thoroughly and then being able to communicate it.

John Lewis is Resource Centre Director, UBI, Six Alliance House, New Inn Hall Street, Oxford OX1 2QE. (0865) 722585.

Survival strategies

by John A. Barker

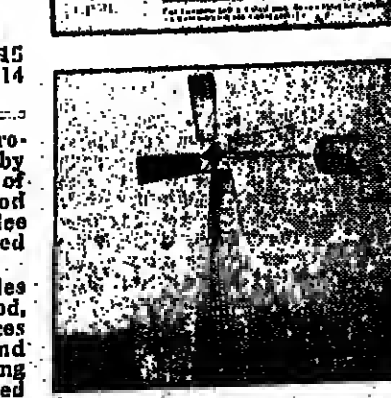
The Ecology of human survival Resources for Survival Human Adaptation. A film. Some strategies for survival £4.80 a set or £18.72 for the series Audio Visual Productions, 15 Temple Sheen Road, London SW14 7PY

This is a series in a general programme of material devised by Charles Brady for a wide range of courses related to social biology and environmental studies. The slides are plastic mounted and supplied with notes.

Resources for survival identifies the needs of man in terms of food, energy supply and other resources such as minerals. Current and developing problems of meeting contemporary needs are illustrated both by pictures, such as that of a water hole in Malawi, and diagrams, such as the slide illustrating the effect of over-exploitation of whale stocks. The set ends with two particularly telling slides illustrating packaged products and disposable articles.

The second set, on adaptation in man, is of direct biological interest. It includes a number of slides illustrating the physical features of (referred to) races, and suggests how the differences might be due to adaptations to their environments. Cultural adaptation is replaced by biological adaptation in many areas. As a result, man has been able to exploit and dominate the environment more effectively. This is illustrated by clothing adapted to the desert climate and a Malayan village built on stilts at the edge of a swamp. Technology has enabled man to explore otherwise inaccessible environments, as slides of a space station and an astronaut on the moon illustrate.

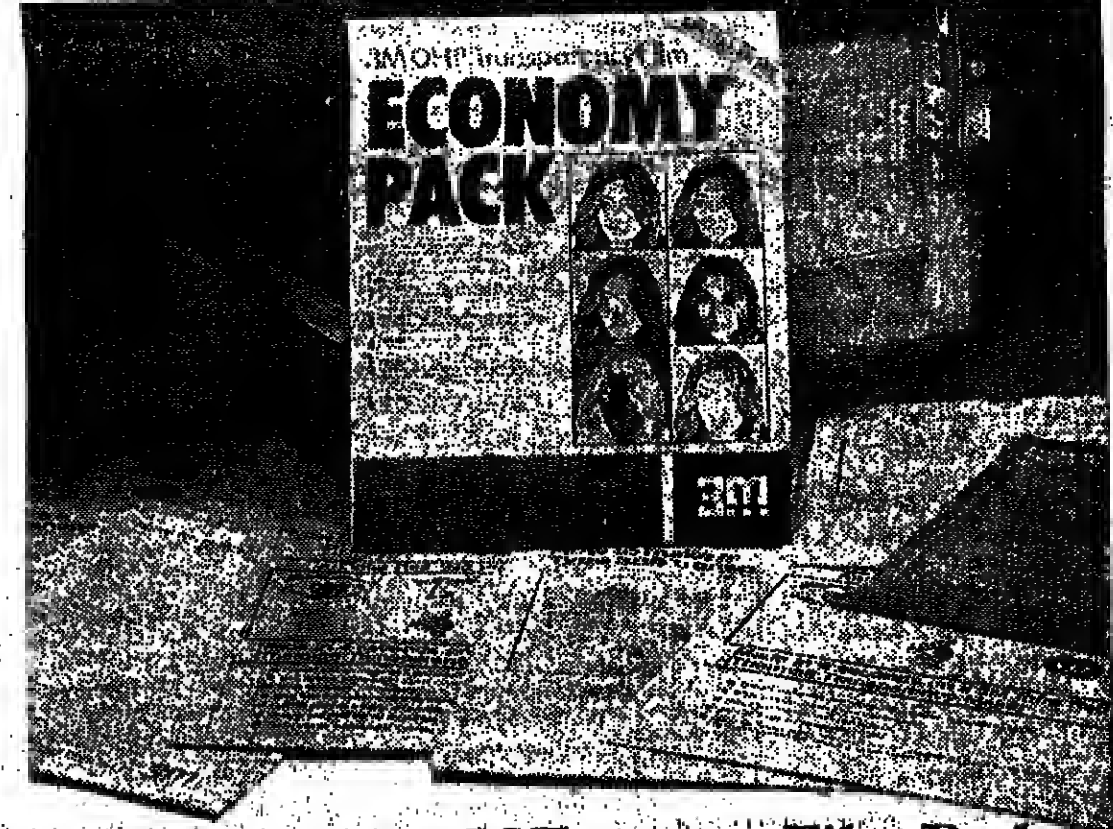
After a brief introduction to the nature of affluence and the aspects of wealth, developed societies with poorer, developing ones, the problems created by affluence and poverty are emphasized. The slides which



illustrates changes in the causes of death in Britain over seven years provides data to ponder over—particularly in relation to the change in death rate from lung cancer in women. The set raises a number of important issues which range from human mortality and illiteracy to the possible relationship between heart disease and diet.

The final set is wide-ranging, although the issues can be directly related to our own society. A series of slides illustrates various forms of birth control and the notes provide a short summary of their major advantages and disadvantages. Other issues directly related to Britain include problems related to old people, to crime, addiction, racialism and euthanasia.

This is the third series produced for this broad curriculum area. It is well up to the standard of the previous series. The use of colour in the many diagrams and graphs is particularly effective. The notes are good and the discussion questions provided for each slide enable any teacher to get a discussion going. There is much useful material here which can be used in many different ways.



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These Sinkis, specially designed by Dr Simpson a reader in education at the University of Hong Kong, are intended to teach the basic principles common to all level courses. They are also said to be "sufficiently flexible for use in any secondary school system". On first inspection the contents of these boxes seem a disappointing return for the money. At first sight the Sinkis, however, these first impressions may need revision. The kits are indeed simple and not cheap; but they are in particular reason why they should be cheap if they are effective.

Looking more carefully at the kits one can appreciate the care with which they have been designed to provide a compact collection of items which are adequate for carrying out the simple investigations of light which are needed at O level. Nevertheless, it is to be hoped that classes preparing for GCE O level courses in this country will be somewhat more lavishly equipped with apparatus on a larger scale.

Three boxes were submitted for review: *Telescope and Microscope, Interference and Diffraction* and the standard *GV Light Sources*. The *Light Sources* box contains a 6V lamp in an aluminium holder, two small plano-convex plastic lenses, and some pieces of aluminium a few centimetres square to make up a simple air arrangement and three 1-pegged light screens. At first sight this seemed an expensive collection.

The *Interference and Diffraction* box contains two glass microscope slides, a diffraction grating and a double slit (each approximately 2 cm by 0.25 cm), two circular diffraction plates and two small pieces of plastic printed with black dots. With this simple collection several interesting experiments can be performed, and a particularly good demonstration of the interference of waves from two point sources can be made.

The *Telescope and Microscope* kit contains a plastic tube which combines the function of microscope and telescope, some small building clips, a collection of paper items and three small lenses.

Dr Simpson's instructions accompanying the kits are quite detailed, but the vocabulary might prove difficult for non-O level classes. Yet, it is certainly the less able pupils who will most often be presented with them. It would cost about £900 to provide an average size class with enough of these kits to allow them to work in pairs progressing through topics together. It is likely that most teachers will only be able to afford to use them with groups that are engaged on different topics. There will then be problems with pupils who will be unable to progress to the more advanced kits before they have completed the simpler experiments. Teachers may, however, welcome these simple kits as a solution to their equipment problems.

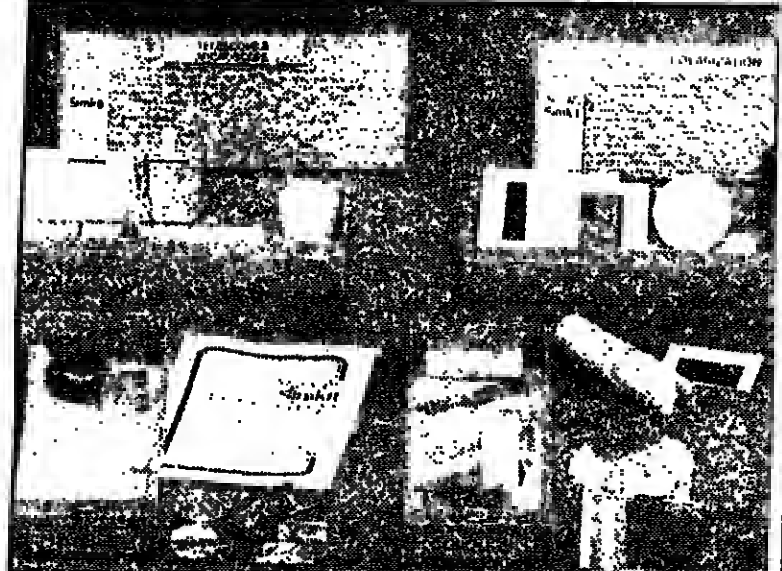
Anyone who believes that these kits offer a solution to their particular problems should first examine the kits they intend to buy. It would be unwise to rely entirely on a catalogue description.

Gases and their Laws, *Mass, Length and Time*, *Waves and Wavefronts*, *Heat and Temperature*, *Resistance and Voltage Measurement*.

Compiled by Alan Watts, BSc, The Rickitts Encyclopedia of Slides, 143 Chatham Road, London SW11

The Rickitts Encyclopedia of Slides is a continuing series of over 1,000 slides which have been published in a series of about three years ago. It seems likely that many more years will elapse before the series is either complete or its usefulness ended.

Each of the folios includes 12 closely related slides illustrating the particular subject chosen for the title. They are stored in plastic wallets which are robust, transparent for easy reference and complete with a pocket for the teaching notes.



and now designed to allow for storage in a standard suspension filing system. The slides reviewed here are all relevant to O level physics courses and well illustrate both the range and the thorough coverage which the series gives to various sections of the syllabus. The folio *Gases and their Laws* can be selected as a typical example of the series, reflecting both the merits and the shortcomings of the remaining folios.

On the credit side the series must be acknowledged for its excellence in quality of reproduction and openness of illustration. Equally, it is worthy in the manner in which syllabus material has been chosen for illustration and discussion. Thus *Gases and their Laws* opens with a pair of slides encouraging a discussion of the relevance of molecular motion and bombardment to pressure, moves on to illustrations of the apparatus for Boyle's Law and Charles's Law, and then progresses through slides of the constant volume gas thermometer to a slide on the Maxwell-Boltzmann distribution.

It is better to have performed an experiment than to hear it described and it is also better to look at a place of apparatus rather than to see it from a drawing. It would certainly be unfortunate if carefully drawn diagrams of apparatus such as that for simulating pressure by the agitation of small ball-bearings in a closed container should be used as a substitute for an actual demonstration. These slides could best be used for summarizing.

All around Romsey

Fourteen schools have contributed to an exhibition, "Romsey Schools Environmental Project", which continues at Romsey Abbey, Hampshire, until October 22. The aim of the project, which was sponsored by the Civic Trust's Heritage Education Group, was to extend children's capabilities through direct observation of their surroundings.

The project included plans for laying out and planting a garden for blind people, hedgerow daisy and studies of housing, and possible uses of old gravel workings. The organizers say that adult intervention was kept to a minimum, but the skills of geologists, engineers, surveyors, etc. were tapped by the children.

In their element

The latest in a series of UNICEF packs designed for children aged nine to 13 is called *Water can Mean Life* and contains six cards which deal with different aspects of water. The five other themes are *Water can Mean Health*, *Water can Mean Food*, *Water can Mean Fun*, *Water can Mean Power* and *Water can Mean Danger*.

The six cards are illustrated with photographs and cartoons; the suggestions for questions and activities are printed separately and can be pasted onto cards. A full colour poster, a pamphlet of teachers' notes and a questionnaire make up the rest of the pack, which is available, priced £1 including postage and packing, from The Education Officer, UK Committee for UNICEF, 46-48 Osborn Street, London NW1 3PU.

Fibrous features

Specialist equipment and publications for people concerned with textiles are available through the Shirley Institute in Manchester. The Institute describes itself as a research centre serving the textile and allied industries and among their teaching products are a range of stains for fibre identification, a stiffness tester, various metric slide rules, and slides and photographs of fibres and weaving methods. Lists of publications and equipment can be obtained from the Publications Office, Shirley Institute, Manchester M20 8RX.

Starvation game

Is the affluent world responsible for conditions in poor countries? Do businessmen control the price of food, as they did the price of cotton? *The Grain Drain*, described as a Monopoly-like game, has been devised by the Rev Dr Brian Wren to try to make people more aware of the effects of international trade on all nations, rich and poor. The game will be played at the Royal Exchange Theatre in Manchester on October 27 at 1.05 p.m. It will be accompanied by Brian Redhead and played by human players on a giant board. Admission will be 20p; proceeds to the Third World.

Articulated trucks

Two articulated toy lorries and two smaller commercial vehicles have been designed by E. J. Arnold. All combine plastic, steel, wood, and metal and some have open backs to carry various types of load. The lorries and vans cost from about £7.10 to about £15.50 and are recommended for use in the book *Further Details from E. J. Arnold & Son Ltd*, Butterley Street, Leeds LS10 1AX.

Correction

In our review "Comparative Studies" (May 19) it was stated that "the Union Jack flying in Ceylon" was a "silly" mistake. It was, in fact, a photograph of the Union Jack flying in Ceylon, which was a "silly" mistake. The photograph was of the Union Jack flying in Ceylon, which was a "silly" mistake.



Energy studies

Robert Harrison

It can only be a matter of time before energy studies becomes established in schools, polytechnics and universities. Indeed, this is now well under way.

In the schools, the Association for Science Education is developing energy as one of the themes of its "Science and Society" project for lower sixth pupils, as well as producing materials for use in primary schools, and for use by pupils of differing abilities in the 11-16 age group.

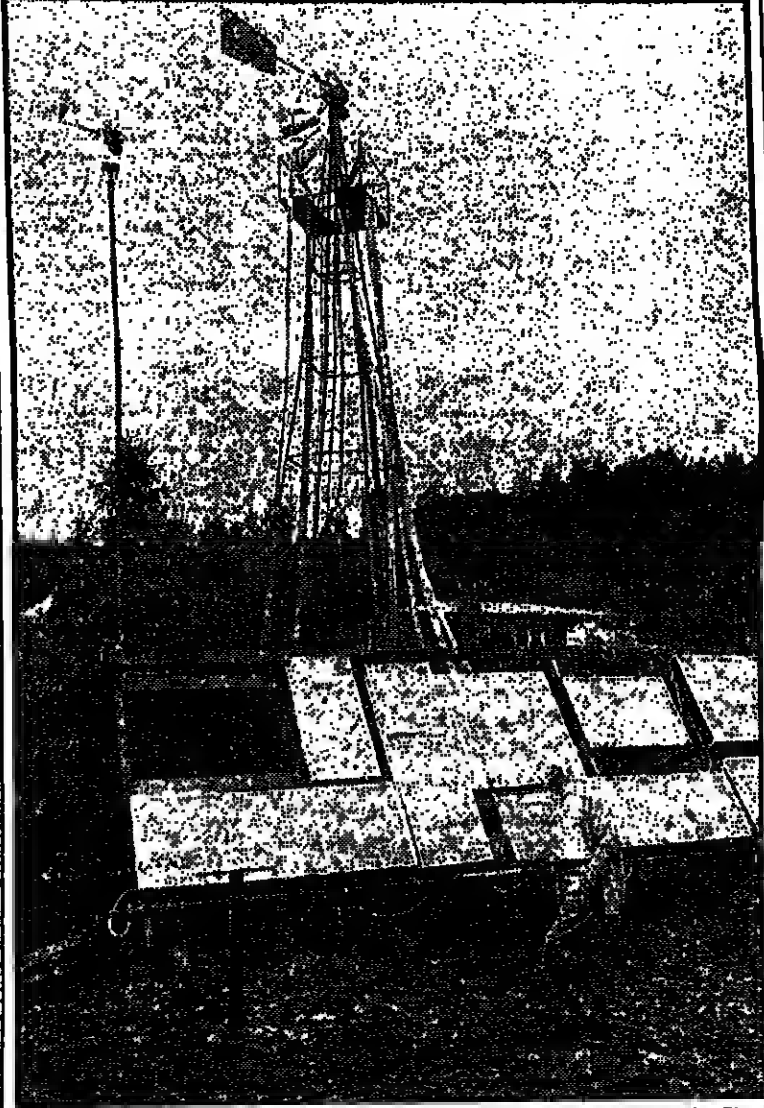
The Humberdale regional group of Standing Conference on Schools Science and Technology have already prepared trial materials for first, middle and upper school levels. This work is being carried on with the support and encouragement of the Department of Energy, which plans to publish curriculum materials by 1980.

In universities there are six first degree courses with energy in the title. Most are exclusively technical courses, offshoots of the main engineering disciplines; but in some there seems to be an attempt to meet the new situation with a fresh approach.

The first energy studies course in a polytechnic has recently been approved by the CNA. This has been the result of a four year development programme at Sunderland Polytechnic. While there is a diversity of educational aims, academic developments in schools and higher education are linked; this interaction must be recognized and exploited, where this can be done in a way which is consistent with the aims of all parties.

This is not to advocate distorting a school curriculum to suit the needs of the few who will go on to higher education, but merely to ensure that it does not conflict with these needs. The healthy development of energy studies at the higher level is necessary for the healthy development in schools, and vice versa. There must be a consensus on basic questions of philosophy.

Energy studies are about many things and there are a number of different ways in which they can be approached. Nevertheless, the issues are inevitably interdisciplinary, requiring inputs from physical and social sciences, with the themes of decision making, resources, and conservation constantly recurring. They have immediacy, which appeals to students. They offer the possibility of flexible courses, which are satisfying to students of a range of abilities. They can generate a demand which extends the best students in a way in which no single subject discipline can; these students must not be deterred by preconditions developed at school. Accepting this, there are some worrying developments. For instance, the JMB have selected "energy



Wind power at the National Centre for Alternative Technology in Powys, Wales.

resources" as one of their alternative ordinary subjects. This curriculum is technically and socio-technically demanding; it is difficult to teach, and it is difficult to learn. Yet the course is designed to meet as far as possible the needs of sixth form students for whom A levels are not appropriate. There is a temptation to serve up the basic scientific facts, to let the students' own curiosity and interest lead them to a deeper understanding of the subject.

There is a many trap here. It would be a tragedy if energy studies (and thematic studies in general) were tainted because of their technicality, and developed an easy, often academic label. Robert Harrison teaches in the department of physical sciences, Sunderland Polytechnic.

Stultified by apathy

Ann Bishop

Two years ago I left an ILCA comprehensive to take up a post in the Cotswolds. As my friends bade me farewell, I gulped more than a wedge of guilt. I wasn't escaping a new career of enlightening the eager minds of my fresh-faced pupils, against an idyllic backdrop of green hills dotted with sheep and cows?

My simplistic view of teaching, country-style, was swiftly dispelled. After only three days I felt as if I had been hit by a brick.

Although the view outside my classroom window might have changed, the scene from within was equally familiar. Apathy, the adolescent disease, was not only driving here but had reached epidemic proportions. I was rejected—not only as a teacher, an adult, but as a person, an individual.

What was wrong? I had been told that the Cotswolds were a beautiful area, a place where the young and enthusiastic could find a better life. I had been told that the Cotswolds were a beautiful area, a place where the young and enthusiastic could find a better life.

In London it had been possible to relate on some level to even the most "difficult" pupils. Perhaps because life moved very fast in London, it was easy to relate to the pupils. In the Cotswolds, life moved very slowly, and it was difficult to relate to the pupils.

environment. Eventually, they come to terms with the fact that they are in a rut and, being passed over for promotion, benignly work out their days until retirement.

Kind, well-intentioned people, they too have taken the soft option, and settled for mediocrity both in terms of themselves and in their expectations for their pupils.

One can't help wondering why most EPA schools are in urban communities. For what are we trying to compensate? In a city the world is but a short bus-ride away; in the country the sheep and cows are not enough.

Ann Bishop teaches in a Gloucestershire secondary school.

1966 and all that

Tony French

Netas mudo when I was a student on teaching practice in 1966 read the instant history. The small village school where I faced my first class has probably closed because of dwindling numbers, the secondary schools have been reorganised, and the college of education (from which I graduated) has become a department in a polytechnic.

I hope the atmosphere recorded in my notes has also changed. It was 12 years ago, and I lacked experience. But I stand by the account I wrote at the end of the three-year course. "Two schools provided some very happy weeks, a third discouraged and saddened me."

"My first practice was a joy, teaching a class of 20 junior aged seven to 11 in a village primary school. My supervisor from the education department of the college, came once, at lunchtime. He was given a hot sausage roll by the headmaster's wife; he talked about bark-rubbing and plaster casts with the head; then he left."

"The next practice was at our city's only conventional secondary modern. This was a deceptively pleasant introduction to the second half of my junior-secondary course. The rude awakening was in the third year."

"The boys' secondary school in which I was placed serves part of a vast overspill council estate on the outskirts of the city. A technical school takes away any particularly bright boys that the grammar school has missed. As a result, the school is a very mixed one, with 400 pupils. Students knew this as a 'tough' school."

"During our preliminary visit the head gave advice on dealing with the boys. The college, he said, was out of touch with life in the schools, what the boys needed was plenty of discipline and something to keep them occupied. We all needed, politely in agreement."

"I was introduced to a master who took me to his class. A boy came in to collect the punishment book and came—I was to see these frequently once I began teaching. Discipline was by the rod."

"At first I felt more like a prison warden than a teacher, especially at break times and between lessons when I passed rows of pupils, two looking up at the locked classroom door. I put some of these feelings into a 'general comment' section of my college report."

"My supervisor called these comments 'indicators' and advised their removal; I was told that if the head saw these his reaction might

influence his report on me, which in turn would adversely affect my final grading.

"As it happened the head spoke to me just three times after the first day; once when I asked him if I might leave school early for an interview, and once on the internal telephone when he was looking for a boy—that was the first time he used my name in his school. He even got my name wrong when I went to say goodbye."

"The staff, with some notable exceptions, appeared to despair of treating most of the pupils as human. The setting for their staff-room discussions was one of ripped arm-chairs and chipped teacups."

"Talking with them, frequent use of the cane did seem the only way to obtain discipline. It was certainly the accepted way. Most of these teachers would have liked a better atmosphere in the school, but circumstances made it difficult for any one teacher to affect changes."

My notes of 1966, sounding like a college essay, go on to say: "the physically and socially unattractive staffroom was the centre of an unhealthy attitude towards the pupils". I was reporting accurately when I continued: "Here the boys were bloody coppers! or they 'ought to be strung up by their thumbs'."

Out to the corridors shouts would tell boys to 'keep moving' when, as far as I could see, they were already returning to their classrooms from assembly in a perfectly orderly fashion."

Then comes a piece straight from a student's heart. "Lessons never started with the polite behaviour that I had hoped for. It was difficult by normal methods to stimulate and maintain real interest for any length of time. Discipline came only as the result of two or three minutes' hard work."

"I did not have the use of the cane, and I did not have any boy to be caned; instead I demanded an apology and an explanation when a boy came in late and went to his seat, ignoring me. If a book was mislaid I made the boy responsible for collecting the book and putting them away afterwards. If he was talking when he should be, I banished him to a spot on his own."

"Was it necessary, or really possible, to make the punishment fit the crime? I think that it was better than using violent methods." My notes don't record what punishment I would have chosen for bullying.

It was shortly after I wrote those notes that I was not far from this school on a Saturday evening. A youth was pounding the head of another against a brick wall. I was idiot enough to say, 'Take it easy,' and a fist promptly landed, very hard, on my jaw.

The boys had only recently left school, probably the school where I had been teaching. I remember it reinforced my doubts about the use of physical violence, in or out of school.

I concluded my notes by recording how thankful I was that the some problems did not exist in the co-educational secondary school, in a rural area, where I had just made up my first appointment.

My instant judgment at the time was that a firm hand of the right sort from a head, with clear rules, created an atmosphere in a school which allowed individual teachers to relax—the reins. 'Everyone' I wrote, 'pupils and teachers alike, need to understand the guidelines within which they are working.' That still seems to make sense.

Tony French was formerly information and public relations officer at Evesham Polytechnic. He now works in local government.

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0 7134 1136 8
published September |

BATSFORD

4 Fitzhardinge Street, London W1H 0AH

Historical romance

Jessica Saraga

Living History series.
Cowboys of the American West. By Kenneth Ulyatt.

Sailors of the great sailing ships. By Erik Abranson.

Knights of the Crusades. By John Gilbert.
Macdonald £2.25 each.

Timespan series.
Disasters. By Tim Healey.

Spies. By Tim Healey.
Macdonald £2.50 each.

It is not far from the cowboys, sailors, knights, spies and disasters are all good for office: the cowboy here, close to nature, rides alone in the wide and wild west; the spy risks everything for love of his country; the sailor wages a ceaseless struggle with the power of the sea. As for disasters, they result all too often from the overwhelming might of natural forces, or the overconfidence of man to conquer an alien element.

Sons of this romance have certainly been tapped in the pages of Macdonald's two new series, Timespan and Living History, both colourful, carefully researched, and full of fascination. Best of the Living History series is *Cowboys*, irresistible for its explanation of the modern cowboy's descent from the Spanish herdsman, for its account of the cowboy's technical expertise and for its glossary of jargon and cowboy slang. Sailors, too, is outstanding for quantity and variety of information as well as for its presentation: you can find out what the dog watch was, what a marlin spike was for, how to tell a whistling man from a boatswain, and a British from a French marine.

Knights differs slightly from its companions in that it contains a description of the Crusaders' way of life, a great deal of narrative—narrative which is not just romantic but romanticized, portraying the Crusades as "the supreme gesture of chivalry" and ignoring Western Europe's pangs of doubt and the conviction of peasant and noble alike that there was to be had for the taking in Palestine.

Where Living History focuses on a particular group, Timespan traces a theme through the years and brings it right up to the present. *Disasters* ending with last year's Tenerife Airport collision. In addition they contain detailed reference sections giving intensive background information, reading lists and glossaries, that in *Spies* being particularly useful for getting up the basic terminology of spy fiction, spooks and sleeper, covers and cut-outs, "the company" and "the firm".

All these books could be used and enjoyed by top juniors upwards. In fact, they are, and good organization makes a most successful combination.

Pharaohs

Anne Bertoluzzi

The How and Why Wonder Book of Ancient Egypt.
By Anne Bertoluzzi.
Penguin £2.50.

In this clear and simplified account of the history of the ancient Egyptians the How and Why series has excelled itself. Its aim is to answer the questions most often asked from "who were the kings called Pharaohs?" to "how were the pyramids built?"

Arleen Morley has cleverly managed to make the intricacies of Egyptian history appear straightforward and the illustrations, many of which are in colour, complement the text admirably. Nine-year-olds will enjoy this colourful work, while for 11 to 14 year olds it may well be an instructive first glimpse into a subject they can later pursue with a little extra like Pendlebury, Gardiner and Breasted.

War games

Tony Howarth

Exploring Knights and Castles.
By Jonathan Rutland.
Ward Lock £1.65. 7063 5639 X.

Exploring War And Weapons.
By Brian Willmott.
Ward Lock £1.65. 7063 5641 6.

Weapons And Warriors.
By Frederick Wilkinson.
Macdonald £1.50. 356 05810 7.

Uniforms And Weapons Of The Zulu War.
By Christopher Wilkinson.
Batsford £4.95. 7134 0647 X.

The Observer's Book of Firearms.
By Nicholas Du Quesne.
Frederick Warne £1.25. 7232 1571 5.

This mixed bag of books on military and adjacent matters has three items of interest to teachers of junior and middle school children, one for the enthusiast, and one for the collector.

Knights And Castles And War And Weapons are new titles in the "Kingfisher Explorer Books" series, though both are brief expositions rather than explorations of themes in any depth. Their format of big colour spreads and large print makes them attractive as introductions to their subjects.

The first book runs a straightforward course through castles, armour, simple heraldry, sieges and the Crusades. The second tries to take in everything from the Romans to Polaris. In this kind of series one expects a high degree of oversimplification, but not inconsistency: yet whereas a planned knight is impregnable to the longbow in the first book, he is virtually a dead duck in the second. The Kingfisher editor could sort out a parry line on steel versus the clothyard next time round.

Weapons And Warriors is, at 46 pages, twice the length of a "Kingfisher", and restricts itself to a history of men fighting on foot, or if he is mounted, four foot. Again

the presentation is attractive, but this time with line drawings and photographs as well as colour pictures. Mr Wilkinson tells his story at a good pace and with precision, though I think it a mistake to launch into brief and clumsy explanations of the causes of the two world wars towards the end of the book.

Uniforms And Weapons Of The Zulu War begins with a compact and elegant summary of the destruction of the military might of the Zulu nation in 1879. Other than that, it is a record, charted in exhaustive detail, of the uniforms of its participants and of the weapons they used to butcher each other. Happily, Mr Wilkinson-Latham appears to have been interested in the assegais and regimental organization of the Zulu as he is in the rifles and dress of the British. A balanced and careful account which the enthusiast will be glad to have.

The Observer's Book of Firearms is primarily for the collector and serious student of the technology of putting holes in people—though it will also find a market among those small boys who enjoy reading off the calibre, dimensions and effective ranges of death-dealing implements. The author is himself a collector and dealer, and his book is a highly informative treat through the handbook of the gun as well as a useful reference for those who want to start their own stockpiles.

Mr Du Quesne's preface to his illustrated history with a lengthy discourse on how and where to buy your weapons, how to store them and how to insure them. He also offers essential advice to those who handle other collectors' pieces: "Be fed of a dog or hamster, or the return of a spring-loaded bolt, should be impeded by the finger, otherwise broken cocks, mangled nipples, and broken firing pins may result." Don't say you haven't been warned!

Wheeling and dealing

Will Harris on transport

Trains and boats and planes travel happily in a multitude of children's books. The subject of transport is splendid instant social history. Interests of all kinds are satisfied: fashionable ladies sit perched in their open envelopes; daring men climb into their cars to break speed records; pistons are held motionless in their cylinders while arrays surround them and point out the intricacies of two-stroke and four-stroke engines; horses plod reassuringly along canal tow-paths and so on. It is as romantic and technical as you want and provides outstanding value for illustrators.

It is not so easy for text-writers, however. Specific topics, as distinct from transport in general, run the danger of being too detailed and technical for young children, and the greatest skill of the writer lies in providing an accurate and sufficiently detailed text that will stretch lively, inquiring minds but will not be too difficult for younger or slower ones.

The big, glossy *Transport*, by Bill Gunston (Macmillan £2.95), is a new series, is outstanding in the quality of printing and the photographs and pictures are beautifully reproduced. Bill Gunston's text is admirable but unsuitable for very young children who will nevertheless respond to the magnificent illustrations. Older children will be captivated by the pictures and thus easily trapped into the browsing kind of research that is the bane of class project work. I am not sure who will use this book, but I urge every school library to buy it.

My Big Book of Cars, Ships and Planes (Macdonald £1.75) is certainly intended for young children. It is an example of the sort of thing these publishers do rather well: simple, lively illustrations with informative text. But accuracy is sacrificed occasionally. I do not see why even very young children should be told that a bridge in Switzerland "is called a viaduct because it has several high arches". If the explanation

is too tricky better to leave it out altogether than offer a sloppy one like that.

Now for more specific books aimed at young children. There are three newcomers in the Franklin Watts First Look series. *Improvements in Earlier Books* since they use full colour illustrations. *Boats and Ships*, *Motor Cycles and Bicycles* (each £1.95) are all admirable books with clear, concise texts. The absence of chapter or section headings allows one aspect to flow logically into the next, and the books work at two levels: they can be read straight through or used as genuine research tools. They are well indexed. These books will be useful to all ages in the junior school.

There's another book on bicycles from Franklin Watts, *Bicycles and Bicycling* by George Fichter (£2.25) is aimed at older children. It is a detailed, accurate book, well produced with clear type and black and white photographs. Although it calls itself *A First Book*, it clearly is not so in England, anyway. It might be in America where it was produced and where, for all its merits, I think it probably should have stayed. Some of the material is misleading, if not actually dangerous. Children in England, for example, are not taught to signal a right turn by holding up their left hand. Now far from.

Macdonald have an excellent *Railways and Trains* by Christopher Pick (£1.50) aimed at older junior and young secondary children. The emphasis is on reference: the reader is told briefly how to use the index; the contents page gives a summary of each section under its heading, and there is a bibliography, including a section for younger readers, and suggestions for places to visit. The illustrations are excellent with several contemporary ones reproduced. There is much to discover in this book. I can also recommend *Exploring the Age of Steam* by Jonathan Rutland from Ward Lock (£1.65). This is for juniors though, again, the first

year in secondary schools might find it valuable. It explores the development of steam power from early pumping engines and machinery to steamships and steam cars. This is a short, concise book that deals well with a fascinating subject.

I have hitherto found submarines tricky to fathom. I do not know how many retired United States Navy Rear Admirals can write books for children, but J. B. Leachman con. *The Submarines* (Franklin Watts £2.25) is a fascinating book through which the voice of first-hand experience is heard most persuasively. The Rear Admiral



One of the hazards of travel in Stuart times is the subject of an illustration in R. J. Unstead's *Travel by Road* (A. and C. Black £1.95) which has many other excellent illustrations.

does not tell us how many submarines he has commanded or what was his worst moment, but his experience gives the text a quiet authority that is most satisfying. His phonetic transcription of "the hoarse voice of the diving alarm" seems to have benefited from the fact that he has heard it so often. A-ogah! A-ogah! I like that. But I do not like his assertions about the deterrent effect of submarines. Submarine, by Heinz Kurth (World's Work £2.50) is good too. The text is excellent, with smaller print employed for more detailed explanations accompanying his amusing illustrations.

Finally, come some more detailed books for older children and adults. *Formula 1* by Sven Zettergren (World's Work £3.50) discusses the salient features of a multitude of racing cars in well written prose that does more than the excellent pictures can to convince this lay reader that one car, apart from its colour, is pretty much like any other. This is an enthusiast's book. Two more World Aircraft books (Volumes 3 and 4 in Sampson's series at £4.25 each) deal with aeroplanes of the Second World War and are technically detailed descriptions of aeroplanes arranged by countries. With the current vague for swooping information about selling and range and wingspan and whatnot from modern versions of cigarette cards, many youngsters might delve happily into these excellent books. But they are aimed at older children and adults, and the very excellent work of reference. We get so used to Spitfires and Messerschmitts that we forget the Capronis and Kawasakis.

And that leads me on to motorbikes. A Source Book of Motorcycles by Deals Miller (Ward Lock £2.50) is a collection of brief technical descriptions of bikes arranged chronologically, beginning with an American Steam Cycle of 1885 and taking us into the Japanese Invasion. "Source Book" seems an odd title, apart from all the technical stuff about individual bikes there is only a brief general introduction. Many aspects of motor cycling simply don't appear, and the book suffers from rather faint photographs. But it will please bike buffs. I count myself a bike buff when I read *Motor Bike* by Mike Bygrave (Hamish Hamilton £1.35) an entertaining book that has set me grieving anew over my late lamented Honda. The pictures are splendid and the prose exuberant. Here indeed is a rich source of the romantic and technical stuff with which I began.

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After the fig leaf...

Betty Tadmor

What People Wore. By Douglas Gossline. £3.50.
The Encyclopedia of World Costume. By Doreen Yarwood. £15.00.
Costume Reference Series. Books 7 and 8.
The Edwardians. By Marion Sichel. £3.75.
1918-1939. By Marion Sichel. £3.75.
Folk Costumes of the World. By Robert Harrell. £3.95.
Civil War Costumes. By Peter Copeland. £11.00 each.

There are two ways of presenting information about historical costume. Reproductions from frescoes, paintings, engravings and fashion plates give the strongest period flavour, but the more popular device consists of personal drawings copied from these sources. The drawings must then be judged on their sensitivity to the period and on their artistic and aesthetic quality. All the books here under review belong to the latter group.

What People Wore succeeds because Douglas Gossline expresses himself to the tradition of the etcher-engraver. "Sensitive" is not a misnomer in the case of this large tome with 1,800 delicate illustrations spanning the period from antiquity to the twentieth century and including the diversities of American costume. The text is brief but clear, and the book is punctuated by time-charts of political and cultural events. It is a visual history of dress.

Doreen Yarwood's Encyclopedia of World Costume is a new departure, being arranged in alphabetical order regardless of period. It is a comprehensive and useful book but unfortunately the "2,000 drawings

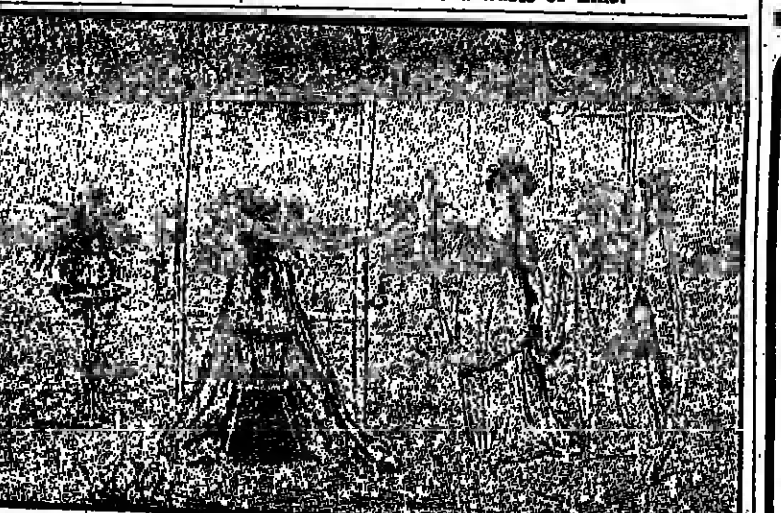
hugs of meticulous detail" turn out to be rather commonplace, even, and wash illustrations which reduce every style to a form of plodding dullness.

Marion Sichel's latest additions to the Costume Reference series (Nos 7 and 8) are well organized and their illustrations are adequate. The texts make no concessions to children who are not thoroughly literate but they have a comprehensive glossary of terms, and would be useful for school productions.

Folk Costumes of the World is informative and would be of interest to anyone interested in both present costume and peasant dress. The book claims that the "80 magnificent colour plates depicting costumes and their intricate details have been drawn with sensitivity". In fact they have been produced with a remarkable lack of that quality. The book might have been more aptly titled "A tourist's guide to Plastic Pottery" with its innately smirking puppets in crude colour.

An enjoyable Christmas present for the eight to 11 year olds would be one of the Dover colouring books of uniforms, together with a box of coloured pencils. The drawings are simple, and Mr. Copeland seems to have trouble when drawing "knees, but the subject matter is dramatic. The early American Civil War uniforms are an extraordinary, being drawn from such crude sources as the army of Napoleon III of France, the Algerian Zouaves, or from the green uniform of the Italian Bersaglieri sharpshooters with their wide-brimmed, extravagantly feathered hats.

Colouring books may not encourage originality, but they have one solid virtue. Control is essential to an artist, and learning to prevent colour from bursting out of its confines in careless excesses cannot be a waste of time.



This demonstration of a lady preparing her hand-dress for a ball comes from Jane Austen's *Pride and Prejudice* (Harcourt, £4.50), which is full of striking features in the wealth of contemporary illustration.

Shooting to keep

Getting Started in Film Making. Written by Lillian Schiff. £3.50.
Oak Tree Press/Ward Lock. £3.50.
5069 5383 9.
Television Studio. Written by Judy Lever. £3.50.
Macdonald Educational £2.25. 356 05567 8.

These two books offer the young range of people with the ability of film and television. One is a step-by-step account of how to produce a simple film; the other gives a general view of a commercial television complex.

The wide selection of books now available instructing children and teachers how to produce simple films provides a background against which to judge *Getting Started in Film Making*. This book has obviously been distributed in this country without much modification to its American text. (Increasing numbers of my own students in photography are beginning to spell colour "color".) In my experience advanced in American child is more advanced in British child. In a second school, vide tape his British counterpart. By the time a British child would be producing in the

terms expressed in the book the text would be breathless. But the book certainly has useful parts. Three short scenarios are described shot-by-shot and illustrated with black and white photographs. The section dealing with scriptwriting is particularly useful.

The *Television Studio* book, on the other hand, is a more detailed account of the television industry. It is a book that would be equally at home in a classroom and a child's Christmas stocking.

The day-to-day working of a television complex is described in detail with particular reference to the roles played by production staff on the studio floor and technical staff working in other departments. It does not fall into the trap of projecting the image of television as a glamorous industry. This is a book that would be equally at home in a classroom and a child's Christmas stocking.

Win on points

Dancing and Ballet. By Olive Ordish. £3.50.
Knowledge and Kegan Paul £3.95.
7100 8880 9.
Your First Book of Ballet. By (Mrs) Jerome Lemaire with Yvette Chauvire. £2.95.
Angus and Robertson £2.95. 207 55743 6.

Your First Book of Ballet is yet another of those uninspiring introductions for children to the techniques and background of the classical ballet. The most useful part of its 46 pages is the first half which gives clear descriptions and well-demonstrated photographic sequences demonstrating the basic positions and movements. Some of the pictures are in colour; several of the black and white photographs are dark, badly reproduced and/or doctored.

The rest of the book sinks into a skimpy survey of the usual subjects:

Great Schools of Dance, Some Famous Ballets, The Great Dancers, etc. A section called "Backstage" says nothing about designers, lighting electricians, administrators, choreographers and the rest; Mikhail Kozlov (sic) is mentioned only in passing; the descriptions of the ballets concentrate almost entirely on plot.

Much more worthwhile is Olive Ordish's *Dancing and Ballet*. This is not a practical book on the dance, but an intellectual one. It tells the story of the evolution of the dance in many of its forms—for instance, folk, ballroom, Scottish Morris, tap, sango and modern dancing as well as classical ballet. Sensibly set out and illustrated, it is written, it has been conceived with projects clearly in mind, and there is a variety of stimulating questions for the reader to mull over, or to follow up himself.

Up your sleeve Frances Farrer

Sleeve Puppets. By Brenda Morton. £3.95 and £2.50.

This drowsy little volume makes making puppets sound like a chore and a bore. It could have been written years ago; references to "the olden days" and "puppets existing to records dates it, while comments such as "current favourites are sleeve-puppets" and "the present trend is towards puppets that have strong characters" are contentious, to say the least.

Brenda Morton's suggested puppet characters include such lively personalities as *Funny Fred*, *Dandy Dog* and *Chippy the Chimney*. There are patterns for all, but while patterns and instructions are too complicated for children to follow, the characters are too childish to interest them. The suggestions for comic business are sometimes rather bizarre: "as Fred's hand is shaken his arm grows longer while you... make him howl with pain".

The illustrations, simple, old-fashioned line drawings, are in keeping with the text; practically the only exception is Silmy, Seal who looks like a concoction of old stockings but turns out to be composed of "red fabric, grey fabric, small balls of red and black wool". It seems a great pity to transmit creativity to this degree, when puppet-making can provide so much scope for imagination. It may have happened because Brenda Morton does not enjoy making puppets herself. "They are interesting to make," she says, "but it is only when the sewing is finished that the real enchantment begins." If there is any enchantment left after stitching one's weary way through *Dandy or Chippy*, I will eat my marionette.



Nigel Viney and Neil Grant

An Illustrated History of Ball Games
Here are fascinating facts on nearly 50 individual and team games, including information about many famous players. Lavishly illustrated. £4.25.

Jacynth Hope-Simpson

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Audrey Coppard

Get Well Soon
A warm-hearted book which explains simply to young children all the medical situations they are likely to meet. The many cartoons will reassure even the most reluctant patient. £3.50.

Heinemann Young Books

Stegosaurus and friends

Edward Neill

Dinosaurs: A Pop-Up Book. Illustrated by Dot and Cy Barlow. Collins £2.50. 0 00 106239 5.
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Dinosaur Library. Franklin Watts £1.50 each.

Dinosaurs died out 65 million years ago in the Cretaceous period. Killed by the cold, though some scientists see them as victims of greed and shoving big was beautiful—if thought could enter those prehistoric brains. But dinosaurs in our lives, as publishing houses engage in gladiatorial or rather diabolical combat for the larger chunks of the school audience.

It is tempting to force these books to fight it out in the course

of this review, but in fact they are all goodish of their kind, so I hope they will continue to co-exist happily with each other and the large-brained and large-pouched mammals who give them honsu room.

The pop-out dinosaur book was a good wheeze, and the result is certainly dramatic, but is squib-like and lacks substance. The most sumptuous and generally informative book is from the Macmillan Colour Library. I like the section on how we know what we know, and the actual fossil reproductions like the dinosaur eggs from the Gobi Desert and the extinct amphibian alongside the imagined, though not fanciful, creature, reptile and mammal, flying or amphibian. There are well-presented charts on the time-scale and early reptiles. It is particularly good on the way creatures, including mammals, have evolved in various parts of the world and on the evolution of modern species like the horse and elephant. Truth is stranger than fiction. If, say, stegosaurus and stegosaurus—a great favourite with children as its bulky plates and spiky tail—had never existed it would, one feels, have been impossible for the human imagination to invent them.

Only half the price *Exploring the Age of Dinosaurs* is cramped and bitty and abhors more than it can

explain. But you could still get hold of the so-called "Super" books for much less and those seem more informative, though the exposition is much "heavier" and the content overlaps a bit.

Separate books on dinosaur species may appear to verge on auralatry. In this series there is an increasing attempt to make the scientific mode of existence real for children by weaving a more round the creatures ("All at once, stegosaurus came to a break in the trees") this kind of thing seems needlessly shunning between minimal facts that have to be teased with infinite expertise into really solid information and the kind of little story very easily come by. But as factoidal drama is hugely popular, who will predict the outcome for this series? At any rate, I hope to see climatic changes in the publishing industry will make such enterprises extinct.

Dinosaurs and extinct creatures, all of "ancient and other creation" are a way in, through the child's imagination, to a sense of the history of our world. They are a study in how we come to know things, what counts as evidence and how it can be used. They are also fun—albeit that unholly living and dying. At any rate, my four-year-old always travels with a stegosaurus.

Music of the spheres

Michael Church

Looking at Astrology. Looking at the Mind. By Liz Greene. £3.50.
Looking at Music. Looking at Creativity. By Ian Fenton. £3.50.
Covington Books £2.95 each.

I know I am not exactly the evidence Liz Greene has in mind but I must confess to having encountered slight problems with the opening paragraphs of both her books. I have your ear locked up as clear night sky for the magic of so many twinkling bright stars, and wondered whether there is any special meaning in the patterns they make? she asked me. Even at 10 I would have had to say no. Looking at the Mind begins, "Do you ever wonder what makes you especially you, and different from everyone else? When you say, 'I am happy' or 'I am sad', have you ever asked who it is that is happy or sad? Who is 'I'?"

Well no, I am afraid I have not. "Who?" perhaps, but never "who". After these initial hurdles, however, things bowled along quite smoothly. Liz weaved eloquent about the "science of astrology" pointing out that it was the oldest science in the world. Once or twice the word "astrology" cropped up and it looked as though she might get bogged down in it but Liz went on about what the planets are made of but no. The quarter part of this humane, sensitive book consisted of a beginner's guide to the Zodiac and how to use it for maximum self-awareness and emotional fulfillment. "An entire horoscope, showing the special relationship between the Sun, Moon and planets at this place and moment of your birth, can tell you how you think and feel about things, where your talents lie, what kinds of things would be useful for you to learn, and what things in life are most likely to make you happy."

Turning her attention to the mind, Liz galloped impudently past the history of psychology until she reached "the very special and important part of the mind which is connected with man's need for a deep inner experience of his own soul". There she was clearly at home. She told me to look deep into myself and find the little people—the leader, the poet, the stard, the earthy person—who co-exist there. She encouraged me to draw pictures of them and write stories about them. She went on to extol the value of dreams, fantasies and "creativity" as pathways into the mind.

My relationship with Ian Fenton was a little ruptured by my earlier one with Liz, but here too I was grateful to be reminded of the self-awareness and emotional fulfilment which music was all about. Look up at the stars, I was told, and imagine what a wonderful symphony this would make. Like Liz, Ian is happiest when discussing Pythagoras, Socrates, Jung and the cosmos. This he pervades himself with a wisdom which feels he has hauled out a thick enough shower of quotations on more mundane things. Pirringly, he too seems to have had a fruitful relationship with Liz.

Dedicated to my daughter, Kate, and to the Greene, both of whom in their unique way helped me to touch my own creativity.

Those books, which go through the motions of presenting "information" but which are in fact concerned to preach a particularly attractive brand of self-baked mysticism, are an absolute must not for the school library.

Space watch

Patrick Moore

The Observer's Spaceflight Directory. By Reginald Turill. Wario £7.50. 7232 2051 4.

Reginald Turill, familiar to many people from his broadcast and television appearances, has written several books; this new volume is probably his best to date.

It is a "dictionary of space missions", covering all countries—not only America and Russia, but also those nations which have undertaken limited programmes, such as Brazil, Indonesia and the

course, Great Britain. There is immense detail, and excellent illustrations. As George Low, former NASA Deputy Administrator, says in his foreword: "Looking through this compilation of spacecraft it is difficult to realize that just over 20 years ago no man-made object had orbited our planet, and no man had penetrated even to the upper limits of our atmosphere."

This is not a book to be read straight through from cover to cover. It is intended to be so, but it is a mine of information, and it is well worth the price.

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Globe trotting

Philip Sauvain on peoples of the world

People of the Past series: The Incas. By C. A. Burdett. Macdonald £1.95. 356 07472 1. Surviving Peoples series: Indians of the North American Plains. By Virginia Lilling. Macdonald £2.25. 356 07950 2. A Closer Look Book series: The Bedouin. By Felicity Lancaster. Hamish Hamilton £1.95. 241 89859 1. Children's Reference Library: Countries of the World. By Keith Lee. Franklin Watts £3.95. 85166 680 9. Today series: China Today. By Richard James. Corgi £2.95. 7182 0438 1.

My immediate reaction, on glancing quickly through these books, is to congratulate the publishers concerned. The first four, aimed at the middle school age range, are all large-format books and splendidly illustrated throughout in full colour. Three of them vividly portray different ways of life: *Countries of the World* is essentially a reference book, while *China Today*, aimed at much older readers, presents an up-to-date picture of modern China.

The focus has many eye-catching reconstructions, pictures, colourful sequences of illustrations and modern photographs. Some phrases will cause difficulties to young readers such as "variety of regional cultures", "social pyramid", and "cold Humboldt current" (a recent Mastermind question). None the less this is highly recommended as a very readable and attractive topic book.

Macdonald maintain the same excellent standard with *Indians of the North American Plains*. This is the first of a new series of books on "surviving peoples" (Eskimos, Zulus and Aborigines in follow). If the others are as good as this one they will, indeed, have achieved the aim of bringing "each culture vividly to life". A wealth of fascinating details has been packed into these pages and few children will be able to resist the pictures of Indian sign language or the picture signatures for Indian names such as "Bear-Looks-Back" or "Bear-Come-Out". The book has a deeper purpose in that it takes "the Indian point of view" and uses some excellent original paintings, including an Indian picture of the Battle of Little Big Horn in 1876, with front-page quotations from Indian proverbs, songs, sayings and reminiscences of great chiefs. In portraying the history of the Indian it does more than just capitalize on a child's interest in the subject; it portrays eloquently the fundamental conflict between two alien cultures.

The *Bedouin* maintains the high standard of presentation set by earlier titles in the series. It is a pity that the effect of all on the economies of the lands through which the Bedouin roam is only hinted at in the main text and treated in detail on only one page out of 22. There are one or two confusing expressions and not many children will have the adjective "calendrical" in their vocabulary (nor do many dictionaries).

Countries of the World has "been planned to help the child understand the world's lands and peoples". The production of this large hardback is first class: in crisp colour photographs and excellent maps offer good value for money. The text, however, does not match up to the quality of the visual presentation. The space given to each country seems to have been arbitrarily assigned with scant reference to their significance in the world and the descriptions of countries suffer from lack of space. Even so it is difficult to see why Verdi, Puccini and Rossini are listed under Italy when there is no mention of Bach, Beethoven, Brahms and Wagner under Germany, Tolstoy under the USSR or Shakespeare under the British Isles.

China Today has some interesting modern photographs in black and white and a text divided into 10 chapters of about 4,000-5,000 words apiece. The page contents lists the chapter headings but they are of little value for those wanting specific information quickly (e.g. "Better Red than Dead" and "Learn from Tachai"). The lack of an index is a glaring omission. In its place, at the back of the book, there are five pages of "Who's Who", which explain who Chen Po-to and Chi Peng-fai are (among others) and a list of books. Presumably the author and publisher intend the book to be read from cover to cover rather than to act as a source of information on modern China. As such it can be highly recommended—but not for use below the sixth form.

All about baby-making

Peggy Heeks

Where did I come from? By Peter Mayle. Macdonald £1.95. 333 24178 9.

The Human Body. By Joanna Howard. Macdonald Educational £1.95. 356 05809 3.

The Body Book. By Claire Rayner. C. Wizzard/Deutsch £2.50. 233 96989 6.

"A gentle thingy sort of fiddle. It's like having a really big sneeze." It's like scratching an itch but a lot nicer. What is being described? This season's favoured fashion topic—sexual intercourse.

The quotations are from a book designed to "explain orgasm to a seven year old", an aim to challenge any writer. Regardless of the accuracy of the descriptions (and who's to say?) the book's judgments by saying that it's never struck me that way, the phrases tell us a great deal about the stance of the author, Peter Mayle, considers appropriate in talking to children about sex. His book *Where did I come from?* is subtitled "The facts of life without any nonsense" and shows, in its snappy design, comic cuts characters and personal tone that it is on the child's side.

The text begins: "This book is for you", and ends: "There's a good reason why your mother and father went through it all: it was all done for you". The personal tone is so strong that it inevitably evokes a personal response. The book is honest, straightforward, and honest.

approach reminds one of a prima minister addressing the Trades Union Congress. Here is a man you can trust, even though he's trying to describe at nursery level something better left to Lawrence or Wagner. It is hard to ignore information presented in this close-embrace manner. Now when you think how big the baby is and how small the opening is, you can imagine... does demand attention more than the neutrality of "when the baby is ready to be born, the uterus begins to contract and the opening of the uterus to the vagina loosens" (*The Human Body*).

Yet, in the end Peter Mayle's text leaves one uneasy. This avuncular character with his no-nonsense explanations is an embarrassment; like many professional funders his touch is too heavy, the personal touch too heavy.

The Human Body, part of Macdonald Educational's New Reference Library, and designed for nine to 13-year-olds, doesn't attempt to describe sensations but sticks to physiological sequences. This modest book, of some 40 pages, manages to cover not only the physical functions such as breathing, digestion, reproduction, but related topics such as communication, heredity, aging. As well as an index and a very full contents list, the author, Joanna Howard, provides a glossary, a book list and a note of relevant organizations. Coloured pictures break and extend the text, while coloured diagrams amplify it. The diagrams are generally clear and helpful (apart from one of the digestive system where the anus looks like a penis), but a few of the photographs seem to be thrown in to fill up space rather than advance the text.

In spite of some marginal weaknesses this is a highly commendable book. Any young child with titles in the library or in their own library will be left in no doubt as to the advance in the quality of information books over the last decade.

Port why between the coolness of *The Human Body* and the earnestness of *Where did I come from?* lies *The Body Book*, by Claire Rayner. The author's nursing background ensures accuracy; her experience in journalism, radio and television has provided experience in popularizing the complex. The publishers are known for relaxed books with emphasis on visual presentation.

This approach is personal yet mother-of-fact with an eye on reader participation. Space is given to the interesting detail but not to the complexities. Only rarely does Claire Rayner topple into the ridiculous as, describing "the journey from your mouth to your bottom" she sums up: "Isn't it lovely that something as important as excretion should be so much fun?" The jolly pictures imply a young audience, but even they might have appreciated a few technical terms. After a few paragraphs of baby-making bits, baby-making place and baby-making hole, the need for alternatives is obvious.

Pictures telling stories?

Mary Jane Drummond on an abridged 'Golden Bough'

The Illustrated Golden Bough. By Sir James George Frazer. (General Editor: Mary Douglas). Macmillan £7.95. 333 24492 3.

The Illustrated Golden Bough is a misleading title, since the business of illustrating a history of primitive religion must have been a simple enough; it is much more remarkable that here is a new abridgement of the million and a half words that comprise the third edition of *The Golden Bough*.

Indeed abridgement hardly seems a word for a term for what has been done to Frazer's masterpiece. The text, however, does not match up to the quality of the visual presentation. The space given to each country seems to have been arbitrarily assigned with scant reference to their significance in the world and the descriptions of countries suffer from lack of space. Even so it is difficult to see why Verdi, Puccini and Rossini are listed under Italy when there is no mention of Bach, Beethoven, Brahms and Wagner under Germany, Tolstoy under the USSR or Shakespeare under the British Isles.

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theory and evidence are present in roughly equivalent proportions, unlike the much longer abridgement made by Frazer himself, which is still available in paperback.

This volume is presumably intended to introduce Frazer to new readers, but in the absence of footnotes or bibliography the only concession to the novice is a short introduction by Professor Mary Douglas. She argues here that it is important to see Frazer as representative of a period, as a nineteenth-century classicist, exploring one of the great contemporary puzzles. Unfortunately, her introduction fails to set Frazer in his intellectual context and makes a poor beginning for any would-be anthropology student. For example, there is no mention of Taylor, whose ardent disciple Frazer was, nor is there any indication of the achievements of other contemporary writers studying primitive thought and religion. Professor MacCormack, who made the abridgement, has preserved "almost verbatim" Frazer's own wording.

Dr MacCormack has added a brief editorial note at the end of the book, in which she explains the principles by which she has made her selection. She has isolated one classic Frazer's central theme by reducing the overwhelming quantity of evidence he offered. In this edition,

the pictures and captions carry much of the meaning of the volume. In fact, they are often redundant or trivial.

For example, a photograph of "Sirius, the star of the Egyptian goddess Isis, seen through a modern telescope, three exposures" does nothing to illustrate the relation between "Man and the Universe". Photographs of Holloway Prison ("Tobacco Acts and Persons") and Arsenal v Stoke ("The Setonship and Kindred Festivals") are similarly nugatory. My own favourite reference is to the "Theology of knowledge" by juxtaposing an eighteenth-century engraving of the chemist's laboratory and a twentieth-century photograph of a lot of test-tubes in the Laboratory of Chromatography, Oxford. These illustrations degrade illustrations, besides distracting the reader (as Frazer coarsely addresses one) from *The Golden Bough* itself.

The text is a welcome relief, with its elegant style, out-dated mannerisms and theories; it is still an important work in its own right. Yet somehow it has been denigrated by abridgement. The essence of *The Golden Bough* is that it is very long—like Proust and Spengler. This book is very short: illustrations and introductions are no substitute for substance.

Towed by bats...

David Self on witchcraft

Witches and Wizards. By Elizabeth Cooper. Macdonald Educational Topic Books £1.75. 356 05451 9.

Exorcism. By Olga Hoyt. Watts £2.75. 531 01480 0.

Witchcraft and Magic. By Paul Hodgson. Macdonald Educational £2.95. 85340 618 9.

"It is the dead of night and the moon casts an eerie light over the castle and the garden trees around it. Witches and wizards are riding in on brooms, forked sticks and magic wands, and the first thing they must do is how before the howled devil who sits up high on a throne. Then the celebrations begin..."

So *Witches and Wizards* describes a witches sabbat. But this Macdonald Educational Topic Book doesn't stop there. It includes a double page, full colour spread that will actually allow you and your mixed juniors to hold a sabbat in the comfort of your own classroom. It's presented as a sort of snakes-and-ladders (or more accurately, hocus-focus and cauldrons) game, with instructions such as "step to

pick foxgloves: miss a turn" and "towed by bats: move on three", and (best news of all) whenever you pass fairies safely, you have another turn.

Superficially a colourful, "fun" book, it is also a very dangerous middle of fact and fiction. On one page we are being shown how to make a Housel and Gretel house out of 22 toilet roll tubes; an another we are told exactly what words to say in our own minds, and that we can protect ourselves from witches if we eat magical flowers for breakfast. Between such information there are a number of brightly coloured pictures of famous witches and witch-hunters.

Obviously witchcraft is a part of our heritage; it has a place in our history. Obviously it can form a springboard for true work in school. But it does seem to me that it is best treated with healthy laughter and scepticism or (at another level) with proper historical insight.

It is fair enough to suggest that young children make cut-outs from black cardboard or Halloween but to suggest, in the same breath, that witches were quite nice people really, that their curses worked and

that black magic is fun is to take the first steps towards a surrender to the powers of darkness (which exist so long as you treat them seriously). It is not enough to dismiss *Witches and Wizards* as "just" a children's book about harmless superstitions. By accepting the superstitions uncritically, it preserves their power.

A much better book is Olga Hoyt's *Exorcism*. It explores many of the more sordid aspects of the subject in a pseudo-moral way, implying that it is the kind of thing you don't want to read about, so read on to find out why. I cannot see why my publisher should direct such a superficial working over of cases of apparent devil-possession to young readers. It is particularly disturbing to find that it concludes with a historical description of Peter Blauy's explanation of the subject in *The Exorcist*.

For those who really do want a reference book for the school library on magic and the occult, there is a much sadder but far more useful book, *Witchcraft and Magic*. Written with precision and healthy objectivity, this is a book which, thank goodness, avoids being either flippant or lurid.

Round and round and carol and song

Peter Fanning on music

If you haven't already made up your list of carols for the end of term, you could do a lot worse than to browse through the pages of Merrily to Bethlehem (A and C Black £2.95), "A Very Unusual Carol Book". But that merry collection is not quite as unusual as it claims to be. Wenceslas and Come All Ye Faithful aren't there, but we do get *The Cherry Tree Carol*. The Gloucester Wessell and Willie's Glee and Drum, together with a lilting clock-apple version of *Away In A Manger* by Herbert Chappell.

The other songs vary from rousing Colypso (Mary's Boychild, but guitars as well) to Zulu, Puerto Rican and a Provencal carol which Bizer picked up as a theme in *L'Arlesienne*. Some of the rhythms may take a while to cope with and not every carol is a masterpiece. But the overall tone is light and lively, with the carols on what is a lovely and fun to sing. Chords for guitar are always included, and sometimes music for recorder and keyboard. No doubt the Merrily to Bethlehem is the only carol book ever this year, as you want to mix the mixture, this book is a

wonderful point from which to begin.

The Great Song Book (Ernest Benn £3.95) is very much the mixture before. "A collection of the best loved songs in the English language", it was originally published in Switzerland. Which might account for why chaste rhymes like *Little Boy Blue* crop up in the same volume as *I am a Bachelor* and *A Roving*. Why, indeed, does the weaver's son remind him of that fair young maid? Otherwise, it's a pleasing and well-presented anthology, with pretty wash colour pictures of the Mother Goose variety. It's a pleasure to rediscover *The Farmer's Boy* and to find the real words of *The Ash Grove*.

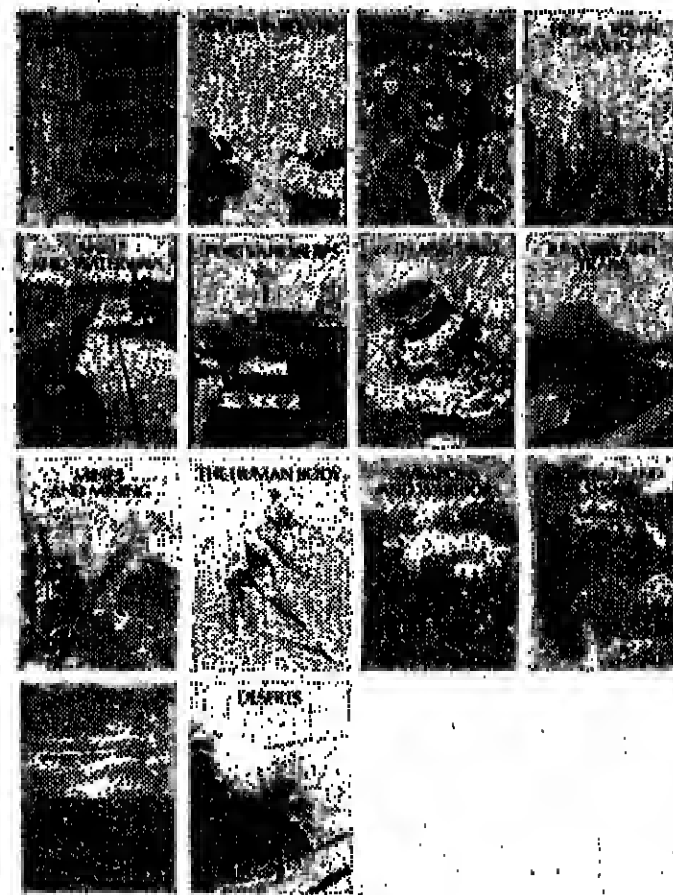
No sooner had I opened Jane Yolan's book *Rounds about Rounds* (Franklin Watts £2.95) than my guests at dinner picked up the table and blasted their way through *White Sand* and *Grey Sand*, *Don't Nobis Paces* and *All Things Must Perish*, while the chicken lasagne congealed. Horn, London Street Calls and Scotland's *Thursdays* (the American version of what London did) rub shoulders with Australia's *Kookaburra* and

Frère Jacques in four different tongues.

Alongside the rounds there are tags and information, vaguely thematic in style, they are maybe extended to entertain singers who get lost while their bolshoi fellows plough on. But rounds have such a compelling fascination that this charming book is certain to meet the success in even one group which it surely deserves.

Edward L. Nelson's *Singing and Dancing Games for the Very Young* (Ward Lock £3.50) will be invaluable, whether you are sitting at home with a single child or faced with a class of 40 four-year-olds. The games are simple and both the instructions and music are very clear. They range from gentle co-ordinating rhythms ("who's that tapping at my window") to early ragtime (*Double Dutch*). There are Polish and easy musical stories, *Musical Games for All Ages* (Ward Lock £3.50) takes the range up to 12-year-olds. It is a lot more satisfactory. It covers such a span from finger exercises to tarantellas, square dances and carousels, it does trace a logical progression from early music modes through to music, movement and mime.

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Opening gambits

Peter Purland

Discovering Chess Series. By A. J. Gilliam. Book 1: Starting Chess. Book 2: Simple Chess Tactics. Book 3: Simple Checkmates. Batsford £1.45 each. Book 4: Chess Tactics and Attacking Techniques. By Raymond Edwards. Routledge and Kegan Paul £1.60.

The Discovering Chess series claims to be the simplest form of chess book ever written; and I find it hard to disagree. Mr Gilliam gives enough information to enable the complete novice to play his first game of Chess. In so doing he has produced a series which will prove invaluable to teachers who are introducing youngsters to the game as pupils can progress by testing themselves on solving the 300-plus sample problems that occur in these books.

Book 1 shows the pupils how to set up a board, introduces them to the pieces and their moves. They are then introduced to algebraic notation. This is an interesting and far-reaching move as my experience with junior chess books has been that most youngsters still use descriptive notation, whereas, in adult circles, the algebraic form is gaining ground.

Another point of discussion among chess teachers concerns Scholier's Mate and the usefulness of teaching it to beginners. No doubt Mr Gilliam feels that pupils need to know it to defend against it. Books 2 and 3 consist mainly of a series of diagrams designed to help the novice chess player improve his middle-game play and recognize possible mating opportunities. The problems are grouped together under different headings and will undoubtedly increase a player's awareness of the many combinations possible mating opportunities. The chessmate positions are also placed in groups and a player can follow through these two books to improve his overall game.

It must be emphasized that these books are designed for beginners and the problems even in Books 2 and 3 would be easily answered by the more advanced pupils. However, they can be thoroughly recommended as a comprehensive course for the beginner.

Michael Stean's book Simple Chess will not, I hope, lose out to these other chess books, by having a misleading title. It caters for players who have a fair knowledge of the game but such players, as often happens, may find it too simple. He writes in a very readable style, concentrating on six different themes and, after a brief

synopsis of each one, illustrates them by a series of well annotated games. I found the choice of games very interesting and some of them have not been published before in a general book. He also warns players against following too slavishly some of the usual advice given to young players such as "be wary of doubled pawns" and "always grab an open file".

Raymond Edwards's book is the last in the popular series of Routledge Chess Handbooks which are always in great demand in the Prize rooms of Congresses. Mr Edwards has maintained the high standard of the other five books. His first section deals with various tactical motifs and, using examples from various games, shows how these can be used to gain a winning advantage.

I particularly enjoyed playing through the game between Benko and Moroz in which no less than five pawns were set up in twofold moves. The second section deals with methods of attack showing how attacks can be set up and how the tactics from the first section can be used to secure a speedy service for the enemy monarch. Each section ends with a dozen problems which should test the ingenuity of aspiring champions.

Walkabout

Paul Thomas

Adventure Trail. By Eyo Horlow and Peter Forwell. Lutterworth £4.50 7188 7018 2

Outdoor Handbook. Hamlyn £1.95 600 36743 6

Rambling Complete. By Frank Duerden. Key and Ward £6.50 7182 1178 2

The Outdoor Handbook has no fewer than seven contributors all well versed in their particular subjects but with a similar style, which makes for continuity. Aimed at young people of Boy Scout age, this book successfully stimulates a sense of adventure but encourages common sense too. The many colour illustrations show people whizzing down slopes on skis or hanging by their eyeballs from mountains, but they also show ineluctable weather, snow abetters and details of maps. Everything to do with the outdoors is here: hiking, orienteering, camping, pony trekking and chapters on conservation and nature spotting.

Adventure Trail is recommended by the Outdoor Bound Trust. Also intended for young people, it is nevertheless serious and business-like in tone. There are no colour pictures, but the clear and uncomplicated line drawings are in keeping with the text. This is a book for those who already have some experience of walking in daylight or on any ground but would like to try something more ambitious. Time is taken to explain the compass, how to bivouac, how to prepare and cook captured animals and what to do if stung or bitten. Not a book for idle reading, but a practical handbook which is also thoroughly recommended.

Rambling Complete lives up to its ambitious title, this is an excellent book for the experienced fell walker. Frank Duerden's fluent text is redolent of his knowledge of the hills and mountains of this country, in which he says, one could spend a lifetime and "never tire of the wonderful variety of its scenery". Even so, he has managed to fit in a chapter on walking abroad. Mr Duerden starts with chapters on clothing, equipment, maps and map reading, and progresses to mountain and moorland walking, including the long-distance routes and challenge walks. Finally, he has practical aspects of cooking and the legal aspects of rambling. This book could easily become the standard work for the serious rampler.

Anchors away!

Under Way. By Bill Beavis. Lutterworth Press £4.25. 7188 7015 8

Canoeing for Beginners. By Stuart Ferguson. Ward Lock £1.25. 7063 5578 4

Sailing has become one of the fastest growing sports in recent years, and more young people are learning the thrill of being aloft, the splendid sense of isolation and responsibility it provides, and the camaraderie it inspires among all ages. But with the joy and excitement there inevitably comes the moment when, however watchful and prepared, the sailor will find himself face to face with the unexpected, be it a minor mishap or a major, inescapable tragedy.

In Under Way, Bill Beavis concentrates on preparing his readers for almost every perplexity which can befall the sailor, from clearing a fouled anchor to the dismal ritual of abandoning ship.

In A-Z form, this practical book

lists the basic information about seamanship that all modern sailors need. Each subject is accompanied by clear drawings, and if the advice offered is taken to heart there should be few emergencies which the reader will not be able to meet immediately and effectively.

Like sailing, canoeing has developed into a major sport since the Second World War and now has a widespread following.

Canoeing for Beginners not only discusses the history and development of the canoe and canoeing as a sport, but is a practical guide for anyone about to buy a canoe. The author, an experienced canoeist and instructor himself, explains with the aid of photographs the basic and advanced techniques of canoeing, safety drill, Eskimo rolling and canoe camping and touring. In other chapters he deals with the skills necessary for canoeing in slalom, canoeing, downriver racing, and flatwater and long-distance racing.

Frank Eggleston

Best foot forward

International Football Book. Edited by Eric G. Botty.

Souvenir Press £3.00.

World Cup '78: The Game of the Century. By Derek Connors, Robert Sidaway, Bob Wilson. Fontana £2.95.

Focus on Soccer: A Player's Guide. Edited by Ken Jones. Hutchinson £4.50 and £2.25.

The football season is upon us, and so are the publishers' offerings. Like autumn leaves they come dropping thick and fast. Some are worth stooping to pick, others too best left where they lie. International Football Book is, as usual, well worth the money. Not only would the pictures on their own make it a good buy; words of wisdom forly tumble from the pens of the galaxy of talent lined up by the editor who,

at this job, can himself run rings around most of the opposition.

If the up-and-coming youngster does not find inspiration there, he will surely get something from World Cup '78. A film cameraman, an octoc, and a teacher turned professional footballer-TV commentator together came for and wide, backwords and forwards over the game, its history, its facts and figures, and its personalities gone, gone and coming. Much to delight—and educate—the tyro is packed into its 168 pages.

Focus on Soccer is more of a training manual. Easy to read, carefully illustrated, it is the type of book which is likely to be of value to the dedicated learner, the kind to which he can return again and again for hints on what to do and how best to do it.

Sean Groce

Wheels and wedges

There's something curiously worthy and Victorian about the Borestein Bears' attempts to educate us—and none the worse for that. The Borestein Bears' Science Park (by Stan and Jan Borestein, Collins £2.25) introduces a basic science vocabulary—and does a pretty good and honest job of introducing the concepts. Levers, wheels and wedges;

matter, solids, liquids, gases and energy get the Borestein treatment. It's a great play more popular children's version of a basic science vocabulary—and does a pretty good and honest job of introducing the concepts. Levers, wheels and wedges;

Virginia Makins

THE ANATOMY OF COSTUME

Robert Selbie
Illustrated by Victor Ambrus



This vivid history of clothes and accessories illustrates the development of style and fashion from the days of the Pharaohs to the evening gowns. No item of clothing is too small to be omitted and every aspect of outward appearance, including hair and cosmetics, is included.

Robert Selbie's authoritative text describes with understanding, not only the clothes, but also the lives of the people who wore them: their relation to work and leisure, war and peace, religious beliefs, abundance or scarcity of materials, advances in science and technology. Victor Ambrus' superb illustrations bring the costumes to life, adding up to an exceptionally lively account of dress through the ages.

310 x 235mm 238pp; four-colour throughout; laminated cases; 0 263 06226 2; £4.95 net.

MIDWINTER ANIMALS

Cathy Kilpatrick

A superb collection of original illustrations by the talented artist, Frank Mander, showing how animals camouflage themselves in order to survive. Ten double-page spreads full of colour pictures show six animals cunningly concealed in their natural habitat. Follow-up pages carry individual illustrations of each animal, with supporting text describing their life style and behaviour.

270 x 215mm 60pp; full colour throughout; laminated cases; 0 263 06225 3; £2.50 net.

MILLS & BOON
17/19 Foley Street London W1A 1DR

An Outstanding Series

LITTLE LEARNERS

This is a colourful new series of fun activity workbooks for 5-7 year olds. On every page are clear, interesting pictures and a simple text with questions and activities to help concentration—counting and puzzling; pictures to colour and dot words to draw.

ON THE FARM

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IN THE HOUSE

Ill. by Lesley Churchman
0 216 90620 2

ON THE TABLE

Ill. by Marilyn Day
0 216 90622 9

AT THE CIRCUS

Ill. by Marilyn Day
0 216 90623 7



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35p

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London W2 1EG

from Blackie

PRIMARY

Scale 1 Posts
continued from page 36

RICHMOND UPON THAMES

London Borough of Richmond upon Thames. Education Committee. 100, Richmond Road, Richmond, Surrey TW9 1JL

Headship. For January 1979, the Education Committee of the London Borough of Richmond upon Thames is seeking applications for the post of Head of a primary school. The school is situated in the Richmond area and has a roll of about 100. The successful candidate will be responsible for the general management of the school and will be expected to lead the staff in the improvement of the school's educational standards. Applications should be sent to the Education Committee, 100, Richmond Road, Richmond, Surrey TW9 1JL, by 15th November 1978.

SANDWELL

Metropolitan Borough of Sandwell. Education Committee. 100, Sandwell Road, Sandwell, Birmingham B68 7JL

Headship. For January 1979, the Education Committee of the Metropolitan Borough of Sandwell is seeking applications for the post of Head of a primary school. The school is situated in the Sandwell area and has a roll of about 100. The successful candidate will be responsible for the general management of the school and will be expected to lead the staff in the improvement of the school's educational standards. Applications should be sent to the Education Committee, 100, Sandwell Road, Sandwell, Birmingham B68 7JL, by 15th November 1978.

SHROPSHIRE

Education Committee. 100, Shropshire Road, Shropshire, Shropshire

Headship. For January 1979, the Education Committee of Shropshire is seeking applications for the post of Head of a primary school. The school is situated in the Shropshire area and has a roll of about 100. The successful candidate will be responsible for the general management of the school and will be expected to lead the staff in the improvement of the school's educational standards. Applications should be sent to the Education Committee, 100, Shropshire Road, Shropshire, Shropshire, by 15th November 1978.

WILTSHIRE

County Council. 100, Wiltshire Road, Wiltshire, Wiltshire

Headship. For January 1979, the County Council of Wiltshire is seeking applications for the post of Head of a primary school. The school is situated in the Wiltshire area and has a roll of about 100. The successful candidate will be responsible for the general management of the school and will be expected to lead the staff in the improvement of the school's educational standards. Applications should be sent to the County Council, 100, Wiltshire Road, Wiltshire, Wiltshire, by 15th November 1978.

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Middle School

Education

Headships

Doncaster

Local Education Authority. 100, Doncaster Road, Doncaster, Doncaster

Headship. For January 1979, the Local Education Authority of Doncaster is seeking applications for the post of Head of a primary school. The school is situated in the Doncaster area and has a roll of about 100. The successful candidate will be responsible for the general management of the school and will be expected to lead the staff in the improvement of the school's educational standards. Applications should be sent to the Local Education Authority, 100, Doncaster Road, Doncaster, Doncaster, by 15th November 1978.

Other Assestants

Applications are invited for the post of Assistant Head of a primary school. The school is situated in the Doncaster area and has a roll of about 100. The successful candidate will be responsible for the general management of the school and will be expected to lead the staff in the improvement of the school's educational standards. Applications should be sent to the Local Education Authority, 100, Doncaster Road, Doncaster, Doncaster, by 15th November 1978.

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ISLE OF WIGHT

County Council. 100, Isle of Wight Road, Isle of Wight

Other Posts on

Scale 2 and above

Headships

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English

Other Posts on

Scale 2 and above

Headships

Applications are invited for the post of Head of a primary school. The school is situated in the English area and has a roll of about 100. The successful candidate will be responsible for the general management of the school and will be expected to lead the staff in the improvement of the school's educational standards. Applications should be sent to the County Council, 100, English Road, English, by 15th November 1978.

Other Posts on

Scale 2 and above

Headships

Applications are invited for the post of Head of a primary school. The school is situated in the English area and

COUNTY OF SOUTH GLAMORGAN

Required for January, 1979:—

FITZALAN HIGH SCHOOL
Cardiff (11 to 18 Comprehensive, 12-form-entry)

MUSIC/WELSH: Scale 1

To teach mainly in the Lower and Middle Schools.

LLANISHEN HIGH SCHOOL
Cardiff (11 to 18 Comprehensive, 9-form-entry)

ECONOMICS: Scale 2

To take responsibility for the teaching of Economics, preferably with some Junior History. Applicants for this post should submit their curriculum vitae by letter within seven days of the appearance of the advertisement.

Application forms may be obtained on receipt of a stamped addressed footslop envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement. E. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

SENIOR

Science continued

OXFORDSHIRE

COUNTY COUNCIL

THOMAS WILLIAMS SCHOOL

Thames Valley, Oxfordshire

11 to 18 Comprehensive

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Social Studies

Other Posts on
Scale 2 and above

AVON COUNTY

Education Department

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City of Manchester Education Committee

LONGLIGHT SCHOOL
Cochrane Avenue, Longlight M13 4PA
Tel No: 061-273 4894
Required for January 1979 at this school for E.S.N. (m) pupils.
Experienced teacher with sound basic subject technique able to offer Music as an additional qualification. Simple, personable, recorder and musical work is involved. Most essential is a genuine desire and enthusiasm for working with slow learning children.
Salary includes special schools allowance and there is a possibility of a Scale 2(s) post for a suitably qualified candidate.
Interested applicants should telephone for an appointment to visit.
Application forms from the school should be returned by 25th October, 1978.

RODNEY HOUSE HOSPITAL SCHOOL & ASSESSMENT CENTRE
Blade Lane, Burnage, Manchester M19 2HT
Required immediately:
Temporary teacher until Easter to work with a multi-disciplinary team in this pre-school nursery for handicapped children. Music an advantage. Scale 1.
Application forms from the Head at the school should be returned as soon as possible.

Carlton School

CARLTON SCHOOL, near Bedford, is a Community Home with Education on the premises for boys aged 13 and over.

Woodwork Teacher

Required for January, 1979, to take over large well equipped workshop and provide vocational and recreational tuition to small groups of disturbed and delinquent boys. The Woodwork Department, in conjunction with the Building Department, works towards preparing boys to take the City and Guilds Foundation Course in construction.
Salary: JNC Conditions of Service, Burnham 1 or 2 (for well qualified and experienced teacher) plus £254 (former approved school allowance), 8 weeks and 2 days holiday.

For an informal visit and further information, ring Bedford (0234) 720213 and ask for David Allen, Head of Education. Application forms from Director of Social Services, County Hall, Bedford, Tel. Bedford 83222 ext. 162.

Bedfordshire

County Council



**SURREY
COUNTY COUNCIL**

- * FRINGE AREA LONDON ALLOWANCE £150 p.w. THROUGHOUT THE COUNTY.
- * Generous Relocation Expenses in approved cases.
- * Assistance with Temporary Housing may be available.

POSTS OF RESPONSIBILITY

THE ROYAL EARLBWOOD HOSPITAL SCHOOL
Royal Earlbwood Hospital, Redhill
Experienced, qualified teacher required January, 1979, at this school for ESN(B) children. A thorough knowledge of language and communication essential. Ability to take responsibility for planning and teaching individual programmes and working in close liaison with class teachers throughout the school. A knowledge of sign language would be an advantage. Scale 2(s) available for right candidate. Closing date two weeks from date of this advert. Further details and application form available from the Head, Mrs. M. Brockfield, Tel.: Redhill 61263.

SCALE 1 POSTS

- * Special Schools Allowance £405 p.w. where applicable.
- * Applicants to all Special Schools (except Reserved Teachers) should note that Assistant Teachers on Burnham Scale 1 will receive contracts to the service of the County Council with assignment to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.

WEST HILL SCHOOL, LEATHERHEAD
Teacher required at this Day School for 180 ESN(M) children aged 5-16 to teach General Subjects with interest in the teaching of slow-learning children and able to offer Music (piano) and Headbooks. Training and experience in Middle School methods desirable. Scale 1 plus Special Schools Allowance. Possibility of Scale 2(s) for suitable applicant. Apply to the Head, Mr. D. J. R. Morrison, Tel. Leatherhead 78270.

SPECIAL EDUCATION Scale 1 Posts continued

STAFFORDSHIRE
TRAFORD PARK SCHOOL
TRAFORD PARK SCHOOL, TRAFORD
Required for January 1979 at this school for E.S.N. (m) pupils.
Experienced teacher with sound basic subject technique able to offer Music as an additional qualification. Simple, personable, recorder and musical work is involved. Most essential is a genuine desire and enthusiasm for working with slow learning children.
Salary includes special schools allowance and there is a possibility of a Scale 2(s) post for a suitably qualified candidate.
Interested applicants should telephone for an appointment to visit.
Application forms from the school should be returned by 25th October, 1978.

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Experienced teacher with sound basic subject technique able to offer Music as an additional qualification. Simple, personable, recorder and musical work is involved. Most essential is a genuine desire and enthusiasm for working with slow learning children.
Salary includes special schools allowance and there is a possibility of a Scale 2(s) post for a suitably qualified candidate.
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LONDON BOROUGH
OF SOUTHWARK

P.E. PEOPLE

Get in the swim of our brand new
Recreation Centre at the

**Elephant & Castle,
London, SE1**

Your main job will be to help us run the Leisure Pool and Sports Complex. £57 p.w. plus weekend overtime. If you're interested and have the Bronze Medallion of the Royal Lifesaving Society, then phone Brian McKay for more details on 01-582 5505 or write to him at Elephant and Castle, Recreation Centre, PO Box 327, 22 Elephant and Castle, London SE1.
Ref. TES/3/8700.

CITY OF MANCHESTER
EDUCATION COMMITTEE

Abraham Moss Centre, Crescent Road,
Crumpall, Manchester M8 6UH Tel. 061 740 1491

Required as soon as possible:

Warden (CE47)

To join an existing team of two and to accept shared responsibility for the day running and future development of the residential wing.
Salary: JNC Range 3 £4,602-£5,223.
The person appointed will work together with the present warden to develop the work of the wing. The purpose-built, short stay residential wing has accommodation for up to twelve pupils and will be used for a variety of purposes including short residential courses, exchange visits, temporary accommodation for youngsters in distress and programme school/young club courses. The warden will be responsible for the administration, co-ordination and supervision of the wing. They will work closely with the Youth Tutor, other members of the Youth and Community Team and school staff. The role of warden will be both stimulating and challenging but will also demand a high level of commitment. Experience of residential work, teaching youth or community work would be an advantage.
Application forms and further particulars from the Senior Administrative Officer at the Centre to be returned by 3rd November 1978. Appointment may be given with removal expenses. Accommodation and travel expenses is provided in a furnished bungalow at a moderate rate.

Appointment of Two
Youth Leaders

Appointees are invited from suitably qualified and experienced persons to be seconded to the following posts:

Kings Heath Adventure Club, Northampton

This club is affiliated to the National Association of Boys' Clubs and the National Association of Youth Clubs and provides a unique opportunity for working with Community Groups. The club is well attended by young people from the surrounding estate and has good support from managers who provide excellent encouragement and financial support.

Wellingborough Boys' Club

This club enjoys an involved Management Committee. The membership is substantial and requires an active, energetic leader. Community involvement is an integral part of the job.

These posts are based in National Association of Boys' Clubs purpose-built premises which make provision for both boys and girls in their areas. Go-ahead leaders in these positions will find the work very rewarding and challenging but must be prepared for hard work.

The salary for both posts is on the J.N.C. for Youth Leaders and Community Centre Wardens Scale 2—£3,471 to £4,422.

Application forms and further details from M. J. Hanley, M.A. County Education Officer, Youth and Community Section, 100 St. Northampton Road, Northampton, NN1 2HX to whom completed application forms should be returned within 14 days.

Partnership
in Action

**Northamptonshire
Education**

METROPOLITAN
BOROUGH OF
BURY

EDUCATION DEPARTMENT

YOUTH AND
COMMUNITY WORKER

Salary Range 3 J.N.C. Points 1-5
(£4,293-£4,827)

Applications are invited from suitably experienced men and women holding a recognised qualification in Youth Work for the post of Youth and Community Worker within the Metropolitan Borough.

The Worker will be seconded to St. Philip's Community Centre, Radcliffe which is under the aegis of a Voluntary Management Committee. He/she will be responsible for developing the programme of the Centre and for developing links with relevant organisations and personnel in the neighbourhood. In addition, the Worker will assist in training courses and other special project work with the Service. J.N.C. conditions of service. Authorised car user allowance.

Forms of application obtainable from and returnable to the Chief Executive's Department, Town Hall, Bury BL9 0SW (Tel.: 061-784 8000, ext. 9) by 30th October, 1978.

HERTFORDSHIRE
SOCIAL SERVICES

PIELOUBURY C.H.E., Pieloubury Drive, Sawbridgeworth

A Teacher of
Teenage Boys

Salary Scale Burnham 1

Pieloubury C.H.E. is a Community Home with education on the premises for 70 boys aged between 12-18 years. All boys are in the care of local authorities and some are emotionally disturbed, delinquent and socially deprived and in need of considerable support both in the classroom and living situations. Considerable emphasis is placed on individual educational and care treatment programmes, a selfless staff is structured, but sympathetic towards their needs in assisting them to overcome the problems they have had prior to their admission. The person appointed will be in charge of a team of 7 teachers and should be able to create a positive and enthusiastic approach. The post involves teaching of general subjects, but an interest in any specialist subject also could be an advantage. A modern semi-detached centrally heated house is available for a married person, or for a single person in one person for whom rental charges are made. The post involves participation in the life of the school community evening hours weekly allowance out to which an allowance of £375 per annum is paid. In addition to the salary quoted above Approved Scheme Allowances of £284 per annum and £160 per annum Family Allowance is also payable. Interested persons are invited to visit the school informally when further details would be made available. Please telephone Mr. P. R. White, Principal, at Bishop's Cleeve 723237. Application form available from the Director of Social Services, County Hall, Bedford or telephone Bedford 84245, closed 8548. Please quote reference 5.88, Closing date 23th October, 1978.

PULLMAN KELLOGG SCHOOL
SKIKDA, ALGERIATeacher to supervise
a Calvert School Group

The school serves the children of employees of a major petrochemical company operating on the coast of Algeria, and is housed in new air-conditioned buildings. A teacher is required to teach a group of American children following Calvert School courses, through grades 1-12.

Preference will be given to candidates familiar with the Calvert School system and with overseas experience. The successful candidate will become part of a small team of teachers in the already established British School which uses the WES system. The teacher appointed will report to the Teacher-in-Charge and will be expected to take an active part in school life, extra-curricular and holiday activities, as well as in the community life of the company village.

The candidate, preferably of single status, should be ready to take up the appointment immediately. The salary will be according to the company scale and a generous overseas supplement will also be paid. Other benefits include free fully furnished accommodation, medical facilities, a local living allowance and generous home leave.

Please apply in writing giving full details of teaching experience and curriculum vitae to: The Director, World Wide Education Service, Murray House, Vandon Street, London SW1H 0AJ. Tel.: 01-232 7181. Telex: 822458 WES 1418.

Interviews will be held in London. A satisfactory state of health is essential and candidates will be expected to pass the company's medical examination. References are a condition of employment.

D
&
GDartford and
Gravesham
Health District

Darenth Park Hospital

Activity Leader for
Junior Social
Education Centre

We are looking for an Activity Leader in our Junior Social Education Centre to follow a programme of training of personal and social skills for young severely mentally handicapped patients. Rate of pay £2,952 rising by nine increments to £3,810 plus £141 London weighting. Application to, post and job description available from Mr. R. Baker, Assistant Social Administrator, Darenth Park Hospital, Dartford, Kent. (Tel. 32-29328).

CHELMER
Institute of Higher EducationPrincipal
Lecturer in Law

(Research)

This post offers an exciting opportunity for a candidate with good legal academic qualifications and research experience to play a leading role in the development of research in the Faculty of Social Sciences. The appointee will be based in the Department of Law and will have teaching duties in the Department. There are presently 27 full-time staff teaching on the Department's honours law degree course which has an annual intake of 100 students. It is currently developing post-graduate courses and has an active research programme which it now seeks to extend as the basis for the Department's future developments.

Application form (returnable within 14 days of appearance of this advertisement) and further details from: The Secretary, Chelmer Institute of Higher Education, Victoria Road South, Chelmsford, Essex CM1 1LL, Chelmsford 54451.

KENYA
POLYTECHNIC

Applications are invited for the following LECTURESHIPS (tenable on contract to the Kenya Government for a period of 30-36 months, beginning as soon as possible).

Accounting (2 posts)

To teach Accounting and related subjects to professional level and to conduct research for further development of courses. Degree or professional qualification, six years' experience in teaching and/or industry.

Workshop Technology and
Practice

To teach from Technician to Higher Diploma level and assist with the development of machine shop. Degree, professional qualification or H.N.D. with industrial and teaching experience.

Quantity Surveying

To teach Building Economics and Civil Engineering Quantities to Ordinary and Higher Technician Diploma level. Degree or Certificate Membership of IQS/RICS. Six years' relevant post qualification experience including two years' teaching. Knowledge of curriculum development essential.

Note: Kenya grades do not correspond with UK grades. Salary: £5,700—£6,395.

Including a supplement, normally tax free, paid by the British Government to citizens of the U.K. Plus a 25% terminal gratuity on basic salary free passage; subsidised accommodation; education allowances and holiday visit passages for children; an appointment grant and interest free car loan; a payable in certain circumstances.

Please write for further details and application forms to the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35-37 Grosvenor Gardens, SW1W 0BS, giving your curriculum vitae and references.

Tefoc

PROJECT YOUTH
WORKER

Osmond House, Moseley, Birmingham

Are you Creative, Considerate,
Challenging and Conscientious?

If so, you could be the person we are looking for. The Project specialises in educational care for Adolescents and also offers an exciting blend of evening Intermediate Treatment, Holiday Supervision, Youth and Activities Clubs and local involvement, including a Youth Theatre and Community Building Service.

Applicants should possess Youth and Community Work or Teaching Qualifications and be in sympathy with the Christian principles on which Barnardo's work is based. Conditions of service broadly in line with Local Authorities. Transferable pension. Salary: £3,420-£3,834 p.a. + £312 p.a. Supplement. Applications and enquiries: Mr S. Ocklewood, Osmond House, 78 Alcester Road, Moseley, Birmingham 13. 01-449-2888.



Barnardo's

Senior Science Instructor
Around £8,000: Arabian Gulf

ALUMINIUM BAHRAIN, a major company in the State of Bahrain in the Arabian Gulf, is an international consortium employing 2,500 people in the production of 120,000 tonnes of aluminium a year.

Their Training Department now requires a Senior Science Instructor whose duties will include: ● developing and running science courses based on existing technology ● developing a Bahraini replacement within the period of the contract ● revising existing courses and syllabuses. Applicants should be qualified to degree level (B.Sc.), be experienced and have previous industrial and/or overseas teaching experience.

The contract is for a one year period renewable for a further year on an uncompleted basis with passage paid home leave of two weeks (plus three times each year).

Commanding salary around £8,000, at present tax-free and highly transferable, plus 15 per cent terminal gratuity.

Applications in own handwriting should be accompanied by a recent photograph and forwarded to The Personnel Superintendent, Aluminium Bahrain, P.O. Box 570, Bahrain, Arabian Gulf.



ALUMINIUM BAHRAIN

OVERSEAS
DEVELOPMENT

KNOW-HOW vital to developing countries

Lecturer in Educational Psychology

Lesotho

To plan, teach and evaluate lessons in Educational Psychology to the pre-service and in-service students at the National Teacher Training College, Maseru, with particular application to the training of primary teachers; to prepare self-instructional materials in the subject; to subject, end to devise ways of using them as tools for learning; to build and review continually the subject test item bank; to undertake research in the subject and to help students with applied practical research; to guide junior staff members in the subject department; to assist in the development of teacher education curriculum, and any other professional responsibilities which the College Director may give from time to time. Applicants, up to age 55, should have either a Degree in Education (main subject Educational Psychology) or a Diploma in Educational Psychology, together with a minimum of three years' teaching experience at either Primary or Secondary level, or a Teacher Training College or similar institution. Appointment 30 months. Salary in range £3,851-£6,828 p.a. including allowance, normally tax free, in range £1,974-£3,144 p.a. Gratuity 25% p.a. of basic salary. (Ref. 315 J).

Other benefits include first family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £1,800, may be payable to certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply quoting Reference, giving details of age, qualifications and experience to—



Applications Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Land House,
Simpson's, London SW1E 5JH.

Helping Nations Help Themselves

YOUTH AND
COMMUNITY SERVICE
continued

WALSLEY METROPOLITAN BOROUGH EDUCATION COMMITTEE
JUNIOR SCHOOL—ALUMINUM YOUTH THEATRE
DRAMA SPECIALIST Scale 1
Dropped, as soon as possible. Applications are invited from suitably qualified persons to be responsible for the teaching of drama in the junior school. The successful candidate will also have a half-time teaching commitment in the junior school. Application forms and further particulars may be obtained from and returned to the Director of Education, Education Department, Civic Centre, Garsfield Street, Walsley, West Yorkshire WF6 1JH, by 15th, 27th October, 1978.

Overseas
Appointments

KENYA

TEACHER required, preferably in January 1979, for a school on the edge of Nairobi. The school is a boarding school for boys. Preference to candidates able to teach further subjects (e.g. French, German, Latin, etc.) in addition to the C.E.B. and P.B. syllabuses. Write for application form to the Director of Education, Kenya, P.O. Box 34782, Nairobi, Kenya.

WEST INDIES
COUNCIL OF HIGH EDUCATION
SCHOOL LEADERSHIP
ST. VINCENT
Appointments to be made for the period 1979-80. The Council is seeking to recruit a number of experienced teachers to fill vacancies in the various schools of the Council. The Council is seeking to recruit a number of experienced teachers to fill vacancies in the various schools of the Council. The Council is seeking to recruit a number of experienced teachers to fill vacancies in the various schools of the Council.

NEW ZEALAND
COUNCIL OF HIGH EDUCATION
SCHOOL LEADERSHIP
ST. VINCENT
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New Zealand

ST. MARGARET'S COLLEGE
CHRISTCHURCH

Applications are invited for the position of

PRINCIPAL

Candidates should be communicant members of the Anglican Church and University graduates. The person appointed will be expected to take up the position at the end of May 1979.

An Anglican Foundation, St. Margaret's is an independent boarding and day school, registered by the New Zealand Department of Education, for girls from 5 to 18 years of age. The roll is 600, of whom 120 are boarders.

Full details concerning the College, conditions of appointment and terms of application are available from Miss Elizabeth White, Secretary, St. Margaret's College, Ltd, 6, 7 & 8 Mackay Street, Piccadilly, London W1A 2BN. Tel. 01-234 0161.

SALTUS GRAMMAR SCHOOL

BERMUDA

Appointment of

HEADMASTER

An independent boys' school of 650, including 200 in the Junior Department (ages 8-11) and 180 in Preparatory (age 5-7), each in separate buildings and in charge of a staff of approximately 100. The school is British in atmosphere and curriculum, but after 'O' levels, boys may enter Senior Year, a one-year set of courses coordinated with a neighbouring girls' school, designed to prepare students for entry into universities in the United States and Canada. Candidates must hold a good Honours Degree in an academic subject, have administrative experience in a large academic school and should, preferably, be under 45 years of age.

Salary will be dependent on the qualifications and experience of the successful candidate but will not be less than \$818,500. A furnished home is provided free.

Letters of application with a curriculum vitae, a photograph and the names of three referees to whom confidential references can be made, should reach the Registrar, Saltus Grammar School, Pembroke, Bermuda, before 15th November 1978.

The appointment will be made in March after interviews in London and the successful candidate will be expected to take up his appointment on 1st September, 1979.

Educational Appointments
in QATAR

TEACHERS OF ENGLISH

Government Preparatory (Intermediate) and Secondary Schools, Qatar. One married teaching couple and a single one are required for November. Successful applicants will be involved in the implementation of the new communicative materials which will be introduced into schools in Qatar. Applicants should hold a Degree in English or a teaching certificate or PGCE with English as the main subject and have at least one year's English teaching experience. Salary approximately £5,686 paid in local currency and free of local taxation. Benefits: free furnished accommodation, water and electricity, 3 months passage-paid leave, terminal gratuity, 3 year renewable contract. 78 WE 74-83

ONE FEMALE IN-SERVICE
TEACHER TRAINER

The Ministry of Education, Qatar, requires a female teacher trainer to help organize its in-service courses. Applicants, single or unaccompanied women only, should be graduates with MA or post-graduate TEFL Diploma and have some teaching and teacher-training experience. The post is tenable in November or as soon as possible thereafter. Salary approximately £8,060 p.a. paid in local currency and free of local taxation. Benefits: free furnished accommodation, transport allowance, annual passage-paid leave, 3-year renewable contract. 78 WE 9-10

DIRECTOR, LANGUAGE
TEACHING INSTITUTE

To be responsible for recruiting students from Government ministries and for organizing the English language course for them. Required for November 1978 or as soon as possible thereafter. Salary approximately £8,060 p.a. paid in local currency and free of local taxation. Benefits: free furnished accommodation, transport allowance, annual passage-paid leave, 3-year renewable contract. 78 WE 9-10

Return forms are paid. Local contracts are guaranteed by the British Council. Please send brief curriculum vitae and letters of appropriate experience quoting relevant references, name and title of post, for further details and application form to the British Council (Appointments), 25 Abchurch Lane, London EC4N 3DF.

CORNWALL

Education Department

District Careers Officer

£4,245-£5,073 p.a. (AP.4/5)

This post is one of two District Careers Officers who carry joint responsibility for all aspects of work within the Careers Service in the Cornwall District based on Penzance.

Applicants should be appropriately qualified with previous experience in the Careers Service.

This is a re-advertisement due to the late withdrawal of a previously successful applicant and previous applicants need not re-apply.

Further details and application forms may be obtained on receipt of a stamped addressed envelope from the Secretary for Education, County Hall, Truro, TR1 3BS. Closing date for applications is 3rd November, 1978.

CHIEF ADMINISTRATIVE OFFICER

UXBRIDGE TECHNICAL COLLEGE

Salary: SO 1 £5,517 to £5,853 p.a. (inclusive)

Candidates should be well qualified, preferably with a relevant professional qualification and experience in Further Education, for this important and demanding post. The person appointed will be a member of the College management team and be directly responsible to the Principal for all the administrative, financial and personnel (non-teaching) work of the College. Fringe benefits, in appropriate cases, may include 75 per cent removal expenses, legal fees involved in house purchase to a maximum of £400, and lodging allowance.

Hillingdon is the most westerly London Borough, bordering Hertfordshire and Buckinghamshire, yet offering easy access to Central London. One third of its 42 square miles is Green Belt and it includes many attractive residential areas. Application forms and further particulars are available from the Personnel Office, Civic Centre, Uxbridge, Middlesex UB8 3UW. Telephone: Uxbridge 50680, quoting ref. E/28/87X.

LONDON BOROUGH OF
HILLINGDON

Forms returnable to the Director of Education (29.04), Civic Centre, Uxbridge, Closing date, November 3, 1978.

LIVERPOOL EDUCATION DEPARTMENT

ADVISER for FURTHER EDUCATION

£8,751 - £9,438 per annum
(including supplement)

Applicants should possess a Degree in a technological or scientific subject, or an equivalent professional qualification with relative teaching experience in a technical college. The successful candidate will be eligible for a car allowance on this casual user's rate. Further details are available.

LIVERPOOL
City of change & challenge

Application forms, returnable by 14th November, may be obtained from the Director of Education, Personnel Section, 14 Sir Thomas Street, Liverpool L1 9BJ. SAE required.

Education Department

ASSISTANT AREA EDUCATION OFFICER

(Northern Area) Post E181

Salary PO1/6 £8,513-£7,230 per annum inclusive of supplement.

Applications are invited for this post, which is based in Lowestoft and covers the Northern Area of the County. From graduates with relevant teaching and administrative experience.

This post is second in seniority in the Area Education Office and the successful candidate will be expected to undertake a wide range of professional and administrative duties in connection with the day to day running of the Education Service.

Generous re-employment allowances are available. Application forms and further particulars (for which a s.e.e. is required) may be obtained from the County Education Officer, Education Department, Grimwade Street, Ipswich IP4 1LJ.

Suffolk County Council

EDUCATION DEPARTMENT

Professional Assistant

Salary SO1/2/PO1 £5,517-£6,627 including London Weighting and Supplement.

Applications for appointment are invited from good honours graduates with teaching experience. The post provides an excellent opportunity for a young teacher to enter educational administration.

Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate. Car allowance payable.

Application forms and further particulars from John Fordham, Chief Education Officer, Education Office, 256/258 High Road, Ilford, Essex IG1 1HN, to be returned by 31st October, 1978.

Redbridge
London Borough

Careers Service

SPECIALIST CAREERS OFFICER

required to work with Special School leavers and other handicapped young people. Applications are invited from suitably qualified, experienced careers officers attracted to this challenging post.

Salary within the A.P. 5 Scale (£5,058 to £5,358 p.a. inclusive).

Application forms and job descriptions are obtainable from the Administration Manager, Room 705, Brent House, High Road, Wembley, Middlesex, and should be returned by 2 November.

Telephone 01-803 0371 (24-hour Answerphone Service). Reference No. E/72/D must be quoted.

London Borough of
BRENT

BOROUGH OF SOUTH TYNESIDE

Directorate of Education

Careers Officer

£3,732-£4,146 inclusive

A vacancy exists for a Careers Officer at the Hobburn Careers Office. Applicants should preferably be graduates and all applicants must hold the Diploma in Careers Guidance or equivalent professional qualification for the careers service.

Further details and application forms are available from the Chief Personnel and Management Services Officer (reference 33), Westoe Hall, Westoe Village, South Shields, Tyne and Wear (telephone South Shields 562191) and should be returned by noon, November 3, 1978.

THE GIRLS' PUBLIC DAY SCHOOL TRUST

Assistant Secretary

£5,307-£6,183

Applications are invited for this important post at the Trust's Head Office. The appointment will be of interest to someone, possibly though not necessarily with teaching experience, who intends to make a career in educational administration. A degree or professional qualification will be an advantage but is not essential.

Further details and application form should be obtained from H. M. Evans, Secretary, The Girls' Public Day School Trust, 26 Queen Anne's Gate, London SW1H 9AN. Closing date: 10th November, 1978.

BOLTON METROPOLITAN BOROUGH

GENERAL ADVISER

with Responsibility for Further, Higher and Adult Education. Head Teacher Group 9 £8,217 rising to £8,901

Applications are invited for this post from well qualified persons familiar with recent developments in their own field and having knowledge and understanding of major developments taking place more widely within the Education Service. Preference will be given to applicants who have had previous experience of advisory work or work at a senior level in schools and colleges. A qualification in the field of technology and/or engineering will be a strong recommendation.

The appointment will be with effect from 1 January, 1979, or as soon as possible thereafter.

Application form and further details may be obtained by telephoning Bolton 22311 Ext. 587 and should be returned to the Personnel Officer, Town Hall, Bolton BL1 1RU, by 27 October, 1978. It is intended that interviews will be held on 30/31 October, 1978.

CROYDON

LONDON BOROUGH OF

EDUCATION DEPARTMENT

PROFESSIONAL ASSISTANT

24,617 p.a. £4,348 p.a. plus Car Allowance

Applications are invited from Honours Graduates of a British University, particularly serving teachers wishing to enter educational administration.

In an appropriate case consideration will be given to temporary housing and grants towards removal and lodging expenses.

Telephone: 01-886 4433, extension 2599, or write to the Director of Education (PEO), London Borough of Croydon, Taberna House, Park Lane, Croydon, CR9 1TP, for further particulars and an application form. Closing date 3rd November.

School Meals Service

ASSISTANT SCHOOL MEALS ORGANISER

Salary £3,825-£4,395 plus £520 supplement (subject to review under Southbury Committee 1978 salary agreement)

Further particulars and application forms available from: Personnel Division, City of Birmingham Education Department, Margaret Street, Birmingham B3 3BU.

Closing date for applications, 3rd November, 1978.

BIRMINGHAM
CITY COUNCIL

KENT County Council

Education Department

ASSISTANT EDUCATION OFFICER - CASEWORK

PO1 (3-7) £6,060-£6,702 (inclusive)

Applications are invited for this post in Schools Branch which is vacant because of a promotion of the present holder within the Department. This officer will be responsible to the Senior Assistant Education Officer for Schools for the coordination of casework and the handling of appeals arising from the assessment of pupils and their allocation to schools, including relationships with the office of the Commissioner for Local Administration, together with other professional administrative duties. Graduate status together with administrative and/or teaching experience advantageous.

Assistance with removal and other disturbance expenses is given in approved cases.

Further particulars and application form returnable by 3 November from W. Hain, County Education Officer, Springfield, Maidstone ME14 2LJ. Phone (0622) 671411 ext. 2991 (Ref. G/P/TEB).

Deputy Officer in charge (Resident)

Ref. 051/NM/78/702
£3,369-£3,933 plus £150 Qualification Allowance

Residential Child Care Officer (Non Resident)

Ref. 051/NM/78/703
£2,556-£2,968 plus £150 Qualification Allowance

239 LEA HALL ROAD, STECHFORD is a group of 16 Home caring for 18 difficult children requiring a hardworking, caring and resilient person. The Home's prime task is rehabilitation which means that a lot of time is spent in liaison with Social Workers, parents, schools and other supportive agencies, with a view to returning the child to the community within a time span of 2 years. The major responsibility is assisting the Officer in Charge in motivation and support of child care team. Applicant will assume responsibility for the establishment in the absence of the Officer in Charge and co-ordinate individual children's treatment plans.

Accommodation is a 3 bedroom self contained flat at an inclusive charge of £480. A non resident officer when required to sleep in would receive an additional payment of £2.01 per night. Informal enquiries to the Officer in Charge Mr. Roach, Tel. 764 4621.

Candidates, male or female, may obtain application forms (returnable by 31 October, 1978) and further details from the Personnel Officer, Social Services Department, Snow Hill House, 10-18 Livery Street, Birmingham B3 2PE. Please quote reference.

BIRMINGHAM
CITY COUNCIL

CAREERS SERVICE BRANCH

DEPARTMENT OF EMPLOYMENT

Careers Service Inspectors

Applications are invited from serving Careers Officers in the Careers Service of a LEA for appointments as Inspectors on the Staff of the Careers Service Inspectorate on secondment terms for up to 5 years.

There are 2 vacancies, one in Manchester and one in London. The work will involve travelling mainly in North West and South East England respectively.

Salary scale £5,937-£7,032 p.a. The London post will also attract an allowance of £165 p.m. Starting pay according to qualifications and experience.

Application forms from Miss W. M. Browne, Department of Employment, Ext. A5, 12 St. James's Square, SW1Y 4LJ. Closing date for applications 14th November, 1978.

DE Department of Employment

GENERAL INSPECTOR FOR MODERN LANGUAGES

To be responsible for advising on modern languages throughout the County.

This post also involves general responsibilities for a group of schools as a member of an Area Team. All Survey General Inspectors are based at one of 6 Area Offices at Weybridge, Guildford, Woking, Reigate and Leatherhead. The base will be considered at the time of appointment. Salary, Southbury Group 9, £8,367-£9,061.

Application form from County Education Officer (Non Teaching Personnel Section), County Hall, Kingston upon Thames, Surrey. Tel: 01-846 1050 Ext. 3167.

QUALIFIED YOUTH LEADER/WARDEN

£4,042-£5,373 Camberley

For the North West Surrey Area Team of the Youth and Community Service. Required of the purpose built Old Dean Youth Centre which caters for the leisure time needs of young people of a large Greater London overspill estate.

The Centre is temporarily closed, but provides considerable opportunities for community development and working with young people "at risk".

Further details and application form from Mr. E. Corner, Area Youth and Community Officer, Education Department, 9 York Road, Woking, Surrey. Tel: Woking 5581.

SURREY
COUNTY COUNCIL

Education Department

School Meals Organiser

Training

Grade Southbury 12-16 (£5,520-£6,192 including London Allowance and Supplement)

Applications are invited for the above post to be responsible for the training of all School Meals personnel and generally assist the Senior Organiser. HCIMA membership, or equivalent qualification, will be expected.

The range of development of the service offers an excellent career opportunity.

H
Havering

Application forms and further details from the Director of Educational Services (Ref. LMU) returnable to Mercury House, Mercury Gardens, Romford, RM1 3DR. Closing date 3rd November, 1978.

Senior Administrative Assistant

PO Grade 1
(£5,727-£8,342) plus £285 London Allowance

Applications are invited from suitably qualified and experienced people for the post of Senior Administrative Assistant in the Teacher Training Section in this Department.

Knowledge of the Employment Regulations, conditions of service and assessment of teachers salaries essential.

Application forms and further information obtainable from the Chief Education Officer for Schools, Town Hall, Croydon, Kent (Tel. 01-305 7777, ext. 542) to be returned by 30th October, 1978.

Bexley London Borough

EDUCATION DEPARTMENT

CHIEF INSPECTOR/ADVISER

(Head of Group XI Salary - NJC Conditions of Service)

(Starting Date: as soon as practicable)

Duties of the post will include motivation and co-ordination of the Authority's Advisory Team to go with specific responsibilities connected with secondary education.

Application forms and further details obtainable from the Director of Administration and Legal Services, Shire Hall, Mold, Clwyd (Tel. Mold 2721, ext. 384) to be returned by November 1, 1978.

E. R. L. Davies,
Director of Administration and Legal Services

CLWYD
County Council
North Wales

METROPOLITAN BOROUGH OF Rochdale

EDUCATION DEPARTMENT

SENIOR CAREERS OFFICER

AP4/5 £4,245/£5,073

To specialise in work with unemployed young people and those taking part in the Youth Opportunities Programme. The appointee will act as a team leader for a group of officers and support staff engaged on work with the unemployed and also as a Co-ordinator of the Careers Service responsible to the Youth Opportunities Programme.

Applicants should be professionally qualified for work in the careers service and/or have had relevant experience in the service. (Ad. ref. C.35)

CAREERS OFFICER

AP3/4 £3,732/£4,146

To specialise in work with unemployed young people and those taking part in the Youth Opportunities Programme. The appointee will undertake work directly with the young unemployed and those engaged on schemes under the Youth Opportunities Programme together with liaison work with employers and potential scheme sponsors. A very small element in the secondary sector will be attached to this post.

Applicants should preferably be or about to be qualified for work in the Careers Service, although applications from other candidates with relevant training and experience may be considered. New entrants to the service will spend a maximum of two years on grade AP3 before being moved to the first point on AP4. (Ad. ref. C.37)

Essential user of allowances payable. Assistance with removal and other expenses and housing accommodation in appropriate cases may be available. Further details from Chief Personnel Officer (by quoting Ref. No. C.38 or C.37).

EDUCATION WELFARE OFFICERS

(2 POSTS) (£3,275-£4,245 WITH A QUALIFICATION BAR AT £3,811)

Applications are invited from suitably qualified and/or experienced persons. The two posts are newly created and are an expansion of the Educational Welfare Service in the authority. (Ad. Ref. C.42)

Application forms available (by quoting appropriate Ref. No.) from the Chief Personnel Officer, 165 Drake Street, Rochdale, OL16 1XG, to whom they should be returned by 1st November, 1978.

W.E.A. SOUTHERN DISTRICT

Applications are invited for the new post of Community Education Organiser

based on a new project in Portsmouth. The post will be challenging and involve varied hours. The initial appointment will be subject to review after 2 years. Graduate or equivalent qualifications desirable. A willingness to explore new avenues essential. Initial salary scale £3,192 to £5,091.

Apply for full details to The District Secretary, W.E.A. Southern District, 4 Carlton Crescent, Southampton, SO9 5UG, Tel. (0703) 29810, Closing date November 1978.

COMMUNITY SERVICE
VOLUNTEERS
THE NATIONAL VOLUNTEER
AGENCY
PROJECT COORDINATOR—

We need an energetic and experienced person who can contribute to coordination of training and funding of research and in fact the team will work with him/her as a co-director, an occupational neuro-musculo-therapist, a writer.

Further information and application forms from Ann
Counsell, Community Service
Volunteers, 237 Pantyville
Avenue, London N1 9NR (Tel: 01-534-6622).

3. SANDWICH.
Imaginative thorough and
TECHNICAL SKILLS IN
PLAYBOY
Grade AHS 22.63 to 22.64
with salary \$3.15 to \$3.60
Applications are invited from
persons possessing an excellent
organizing ability with experi-
ence in the management of all
all ages. He or she will
be totally responsible for the
operation of the club and
of handicapped financial and
personnel. He or she will be
responsible for the club and
confined to places with local
businessmen, businessmen,
and businessmen.
He or she will be required
to contribute to other
projects of the divisions work-
ing in the club.
Applicants should prefer-
ably have a current driver's li-
cense.
Application forms may be ob-
tained from the Personnel
Officer, Town Hall, 100
Main Street, H70 Rox. H70
Interview H70 Rox. H70

CONCERN

NOTTINGHAM

